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ABSTRACT

This document is a compilation of approved and ongoing research projects of the National Institute of Education (NIE). The primary purpose of the document is to provide the NIE management personnel, who plan, control, and monitor research projects, with readily available, fully indexed information on current projects. The document is divided into two major sections. Section one, Project Resumes, provides brief descriptions of approved, ongoing NIE research projects. The following information is provided in each resume: (a) NIE project number; (b) dollar amount; (c) project officer; (d) title; (e) investigator(s); (f) address; (g) institution; (h) organization type/award type; (i) common accounting number; (j) proposal date; (k) responsible unit; (l) geographic location; (m) contract or grant number; (n) fiscal funding; (o) descriptors--taken from the "Thesaurus of ERIC Descriptors"; (p) identifiers--as used in the ERIC system; (q) project dates; and (r) an abstract, taken from the original proposal. The second section is composed of indexes according to subject, investigator, institution, responsible unit, geographic and regional location, program area, contract/grant number, and dollar amount. (JA)

ED 099392

EDUCATIONAL RESEARCH in PROGRESS

OCTOBER 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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NATIONAL INSTITUTE OF EDUCATION
OFFICE OF ADMINISTRATION
EDUCATIONAL RESOURCE DIVISION

SP008 796

U. S. Department of Health, Education, and Welfare

Prepared under Contract No. NE-C-00-3-0051
by Operations Research, Inc.
Information Systems Division

FOREWORD

Educational Research in Progress (ERP) is a compilation of approved and on-going research projects of the National Institute of Education (NIE). The primary purpose of ERP is to provide the NIE management personnel, who plan, control, and monitor research projects, with readily available, fully indexed information on current projects.

New research projects are added to the file as soon as they are approved. Changes and additions to existing projects are added to the file as they occur. All current on-going projects appear in each issue published, and are retained on the magnetic tape file, until they are completed or terminated.

Technical or research reports produced by these projects and meeting the standards for release (and released by the monitoring office), are eventually announced, in Research in Education (RIE), a monthly publication of NIE's Educational Resources Information Center (ERIC).

INTRODUCTION

Educational Research in Progress (ERP) is divided into two major sections as follows:

1. Project Resumes - Brief descriptions of approved on-going NIE Research Projects (See Introductory page to Section 1 for details).

2. Indexes - Comprising seven indexes which provide access to the Project Resumes via different elements of information.

    2.1 Subject Index
    2.2 Investigator Index
    2.3 Institution Index
    2.4 Responsible Unit Index
    2.5 Geographic and Regional Index
    2.6 *Program Area Index
    2.7 Contract/Grant Number Index
    2.8 Dollar Amount Index

The indexes and information elements are described in detail in the introductory pages of their respective sections.

Since the Project Resumes are arranged solely by NIE Project Number (a nonsignificant sequential number assigned during processing), users must start with the indexes to obtain information about specific projects of interest. Each index entry for a particular project includes its NIE Project Number. This number is used to locate the description in the Project Resume section. The NIE Project Number is, in all cases, the key to the use of this document.

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* Not currently used.

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1. PROJECT RESUMES

1. NIE PROJECT NUMBER - An identification number (e.g., EP-74 1234) sequentially assigned to projects as they are processed.

2. DOLLAR AMOUNT - The total Federal dollar amount of the project.

3. PROJECT OFFICER - The NIE monitor for the project (surname only).

4. TITLE - The title of the research project.

5. INVESTIGATOR(S) - The responsible individual(s) conducting the research project.

6. ADDRESS - Where the investigator may be reached (includes telephone number, when available).

7. INSTITUTION - The organization contracting with NIE to perform the work of the project.

8. ORGANIZATION TYPE AWARD TYPE - (1) College/University
   Individual (No affiliation)
   For Profit
   Not for Profit
   Small Business
   State/Local Education Agency

   (2) COMP = Competitive Award
   CONT = Continuation Award
   NCOMP = Non-Competitive Award
   N/A = Not Applicable

9. CAN NUMBER - Common Accounting Number; identifies the account from which the funding is taken.

10. PROPOSAL DATE - The date the proposal was submitted to NIE for evaluation.

11. RESPONSIBLE UNIT - The organizational unit within NIE which is responsible for technical monitoring of the project.

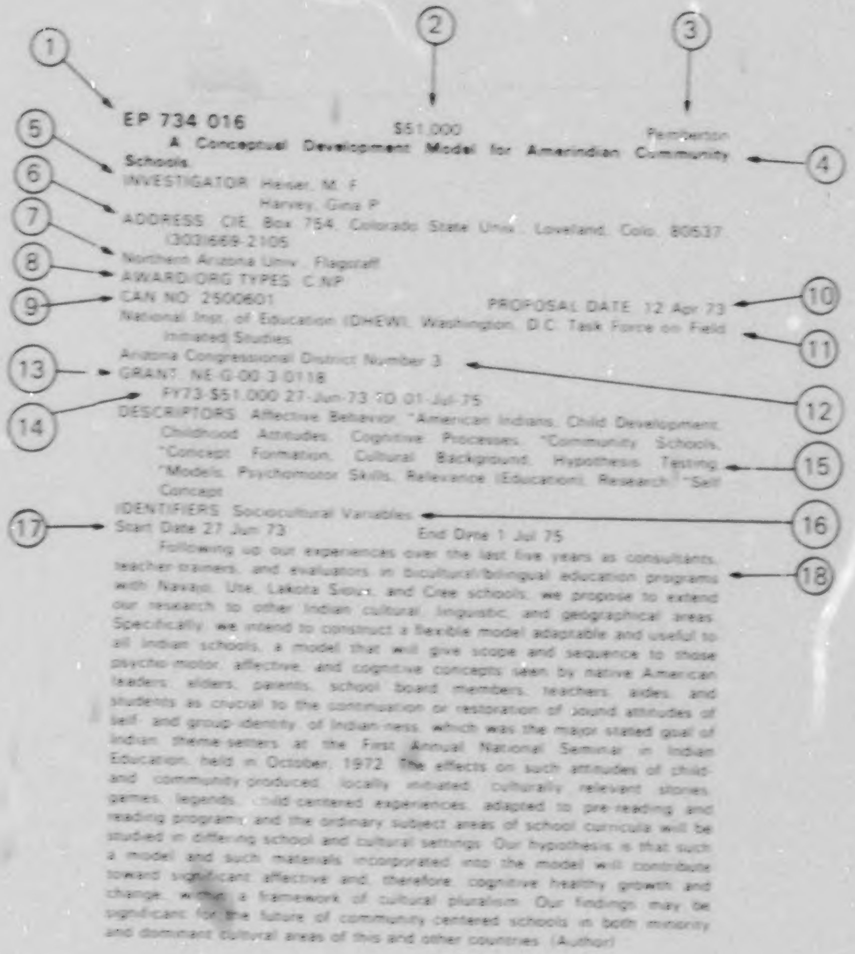
12. GEOGRAPHIC LOCATION - The State and Congressional District of the institution conducting the research.

13. CONTRACT OR GRANT NUMBER - The NIE assigned Contract or Grant Number for the project. Contracts have an "NE-C" or "NIE-C" prefix. Grants have an "NE-G" or "NIE-G" prefix. (Contracts and Grants assumed from the U. S. Office of Education (USOE) may still have OEC- and OEG- prefixes, respectively.)

14. FISCAL YEAR FUNDING - The amount of funding for the contract during a particular Federal fiscal year (FY74 = July 1, 1973 - June 30, 1974).

15. DESCRIPTORS - Descriptors are controlled subject index terms which identify the major and minor concepts dealth with by the project. They are taken from the *Thesaurus of ERIC Descriptors*. Only major Descriptors are displayed in the Subject Index.

EFF-4.4 (10/74)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EP 734 016 $51,000 Pemberton

A Conceptual Development Model for Amerindian Community Schools

INVESTIGATOR: Heiser, M. F
Harvey, Gina P
ADDRESS: CIE, Box 754, Colorado State Univ., Loveland, Colo. 80537
(303)669-2105
Northern Arizona Univ., Flagstaff
AWARD/ORG TYPES: C,NP
CAN NO: 2500601 PROPOSAL DATE: 12 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Task Force on Field Initiated Studies
Arizona Congressional District Number 3
GRANT: NE-G-00-3-0118
FY73-$51,000 27-Jun-73 TO 01-Jul-75
DESCRIPTORS: Affective Behavior, *American Indians, Child Development, Childhood Attitudes, Cognitive Processes, *Community Schools, *Concept Formation, Cultural Background, Hypothesis Testing, *Models, Psychomotor Skills, Relevance (Education), Research, *Self Concept
IDENTIFIERS: Sociocultural Variables
Start Date 27 Jun 73 End Date 1 Jul 75

Following up our experiences over the last five years as consultants, teacher-trainers, and evaluators in bicultural/bilingual education programs with Navajo, Ute, Lakota Sioux, and Cree schools, we propose to extend our research to other Indian cultural, linguistic, and geographical areas. Specifically, we intend to construct a flexible model adaptable and useful to all Indian schools, a model that will give scope and sequence to those psycho-motor, affective, and cognitive concepts seen by native American leaders, elders, parents, school board members, teachers, aides, and students as crucial to the continuation or restoration of sound attitudes of self- and group-identity, of Indian-ness, which was the major stated goal of Indian theme-setters at the First Annual National Seminar in Indian Education, held in October, 1972. The effects on such attitudes of child- and community-produced, locally initiated, culturally relevant stories, games, legends, child-centered experiences, adapted to pre-reading and reading programs, and the ordinary subject areas of school curricula will be studied in differing school and cultural settings. Our hypothesis is that such a model and such materials incorporated into the model will contribute toward significant affective and, therefore, cognitive healthy growth and change, within a framework of cultural pluralism. Our findings may be significant for the future of community centered schools in both minority and dominant cultural areas of this and other countries. (Author)

PROJECT RESUMES - Continued

16.	IDENTIFIERS	- Identifiers are unstructured subject index terms usually identifying specific entities (e.g., equipment, test names, trade names, geographic locations, project names, acronyms) and non-standardized concepts.
17.	PROJECT DATES	- The starting date and the estimated completion or ending date for the research project.
18.	ABSTRACT	- A condensed description of the research project in 300 words or less, taken from the original proposal. When applicable, the abstract may include the purpose of the project and the procedures and methods to be used.

EFF-4.5 (10/74)

PROJECT RESUMES

EP730019 $60,222 Rist

Selection Strategies in Individual and Group Concept Attainment.
INVESTIGATOR: Laughlin, Patrick R.
ADDRESS: Dept. of Psychology, Champaign, Illinois 61820
(217)333-4296
Illinois Univ., Urbana.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 9 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
Illinois Congressional District Number 21
GRANT: NE-G-00-3-0140
FY73 $60,222 27 Jun 73 TO 31 Aug 75
DESCRIPTORS: *Behavioral Science Research, *Concept Formation, Decision Making, *Group Behavior, *Individual Power, *Problem Solving, Scientific Methodology
Start Date: 27 Jun 73 End Date: 31 Aug 75

The proposed research will extend a theory of selection strategies in concept attainment (Laughlin, 1973) to the comparison of the performance and strategies (process) of individuals and cooperative pairs. Through an analysis of logical tree diagrams defined by the systematic selection strategies of successive scanning, conservative focusing, focus-gambling, and generalized tactical (simultaneous scanning), conservative focusing may be demonstrated to be the theoretically most efficient and least risky strategy. Moreover, all systematic selection strategies may be demonstrated to reduce logically to a type of focusing, and to be positions on a continuum of focusing rather than discrete strategies. A review of previous research comparing individuals and cooperative pairs indicates that pairs perform better than individuals because the pairs make more use of the focusing strategy. Two multifactor concept attainment experiments are proposed to extend this analysis. Experiment I will compare individuals and cooperative pairs on five instructional conditions designed to induce various strategies with a known positive focus instance (concept exemplar) under two levels of complexity. Experiment II will compare individuals and cooperative pairs on three instructional conditions designed to induce various strategies without an initial focus instance under 15 levels of complexity. In both experiments the theory of selection strategies predicts all main effects and all of the interactions. Secondly, new analyses of selection strategies will be developed by consideration of the systems proposed for selection strategies by other researchers, extensions from analyses with a reception paradigm, and possible conditional probability, Markov, and Bayesian models. These analyses will be applied both to the data of the proposed experiments and the existing data from 15 previous multifactor experiments on selection strategies in this program. (Author)

EP730036 $10,000 Goebel

Learning and Intellectual Development.
INVESTIGATOR: Case, Robbie
ADDRESS: Inst. of Human Learning, Berkeley, Calif. 94720
(415) 642-3505
California Univ., Berkeley.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 25 Jan 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
California Congressional District Number 7
GRANT: NE-G-00-3-0020
FY73 $10,000 27 Jun 73 TO 30 Jun 74
DESCRIPTORS: Classroom Research, Cognitive Objectives, Elementary School Students, Information Utilization, *Intellectual Development, *Learning Processes, Predictive Measurement, *Problem Solving, Teaching Methods
IDENTIFIERS: *Piaget (Jean)
Start Date: 27 Jun 73 End Date: 30 Jun 74

Traditional developmental theory holds that instruction cannot replace massive general experience as the stimulator of improved problem solving performance in young children. The present study is designed to test a reformulation of the traditional position. According to the new model, what develops with massive general experience is the ability to coordinate information. At the age of 7-8, for example, only three independent items of information can be coordinated, whereas, by the age of 15-16, this number has increased to seven. While instruction cannot modify a child's basic information capacity, it can improve his problem solving performance by providing him with a strategy which will bring the information load of a class of problems within his available capacity. A class of tasks designed by Piaget, and not normally solved until the age of 15-16, will be used as criterion problems. Without being trained on the criterion problems directly, subjects (Ss) will be taught a strategy for solving them. The strategy will require an information capacity of three for effective execution. The following predictions will be tested: (1) Ss who have the required capacity (7-8 year olds) and the strategy will pass the criterion tasks on their first try. (2) Ss who are taught the strategy, but who lack the developmental capacity (5-6 year olds) will not pass the criterion tasks. (3) Ss who have the required capacity, but who are not taught the strategy, will not pass the criterion tasks even if they are exposed to the instructional materials. (4) Ss who have the required capacity but whose cognitive style is such that they are not disposed to use it fully (i.e. field dependent Ss) will not pass the criterion tasks, even if they are taught the strategy. (Author)

EP730097 $69,957 Turk

Coding and Dynamics of Memory and Serial Order.
INVESTIGATOR: Wickelgren, Wayne Allen
ADDRESS: Psych. Dept., Eugene, Oregon 97403
(503)686-5128
Oregon Univ., Eugene.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 9 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Oregon Congressional District Number 4
GRANT: NE-G-00-3-0144
FY73 $69,957 27 Jun 73 TO 31 Aug 75
DESCRIPTORS: *Articulation (Speech), Descriptive Linguistics, Inhibition, Mathematical Logic, *Memory, Phonemes, Phonetic Analysis, Retention, *Serial Learning, *Serial Ordering
Start Date: 27 Jun 73 End Date: 31 Aug 75

The project is divided into two areas: dynamics of memory and coding of serial order. In the first area, the objectives are to determine how many memory traces there are that have different dynamics of acquisition, storage, and retrieval time, and to determine what those dynamics are. Mathematical theories of memory dynamics are formulated and rejected using previously existing data and data from experiments conducted on the project, followed by the formulation of a new theory, then new tests, etc. Some theoretical questions of primary interest at present include: the effect of delayed interpolation on degree of retroactive interference in long-term memory, the effects on the long-term retention function of spaced learning trials, the relation between recency and recognition and recall, the possibility of a trace maintenance process that acts to prevent decay in short-term memory, the degree to which recognition memory is free of associative interference and contextual effects, the comparison of recall and recognition memory, and speed-accuracy tradeoff in recognition memory. Normal adult human beings are the subjects used in the experiments, though in the past, children and patients have been tested. Materials to be remembered include letters, digits, nonsense verbal items, words, sentences, pictures, pitch of tones, angles of lines, etc. Retention intervals range from fractions of a second to over two years. The second area of the project is concerned with the internal representation of serial order, specifically with the context-sensitive coding theory of the (phonetic) segmental units of speech. The theory asserts that a word such as "stop" is coded as an unordered set of context-sensitive allophones (overlapping phoneme triples): #st, sto, top, op#. The project is concerned with developing a mathematical theory of speech recognition and articulation using context-sensitive allophones as the segmental units and testing this theory against phenomena in linguistics and psycholinguistics at both phonological and phonetic levels. (Author)

EP730130 $93,083 Moles

Colleges and Socialization: Non-Intellective Outcomes of Undergraduate Education.
INVESTIGATOR: Bidwell, Charles E.
ADDRESS: Department of Education, 5835 Kimbark Ave., Chicago, Ill. 60637 (312)753-3801
Chicago Univ., Ill.
ORG TYPE: College, University
AWARD TYPE: COMP
CAN NO.: 2500601 PROPOSAL DATE: 21 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 1
GRANT: NE-G-00-3-0078
FY73 $93,083 27 Jun 73 TO 30 Jun 75
DESCRIPTORS: *College Students, *Environmental Research, *Evaluation, Formative Evaluation, *Social Environment, Social Organizations, *Student Behavior, Undergraduate Study
Start Date 27 Jun 73 End Date 30 Jun 75

The proposed study is an investigation of relationships between the social and normative structure of American colleges and universities, social processes characteristic of undergraduates' experiences in these institutions, and certain non-intellective outcomes of college attendance. It is hoped that the study will contribute to our descriptive knowledge of American higher education, show whether these outcomes can be attributed with some confidence to characteristics of institutions and of the college-going experience, and add to our understanding of processes by which such socializing organizations as colleges and universities affect their clients. The study is to have two stages. The first, a secondary analysis, will employ data from a national sample of higher education institutions in the U.S. The principal analytic method will be the estimation of structural equations models. The second stage will be a field study of the undergraduate programs of a small number of institutions selected on the basis of findings from the first stage. Thus the study will combine results from large-sample quantitative analysis and from both qualitative and quantitative analysis of detailed case materials. (Author)

EP730139 $8,747 Brainard

Effects of Infant Starvation on Learning Abilities.
INVESTIGATOR: Klein, Pnina S.
ADDRESS: 408 University Park, Rochester, N.Y. 14620 (716)473-5810
Rochester Univ., N.Y. Coll. of Education.
ORG TYPE: College, University
AWARD TYPE: COMP
CAN NO.: 2500601 PROPOSAL DATE: 16 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 34
GRANT: NE-G-00-3-0034
FY73 $8,747 27 Jun 73 TO 30 Sep 74
DESCRIPTORS: *Cognitive Development, *Cognitive Measurement, *Emotional Development, Hunger, *Infancy, Infant Behavior, *Intellectual Development, Learning Processes, *Nutrition, *Social Behavior
Start Date 27 Jun 73 End Date 30 Sep 74

Malnutrition has been found to affect brain growth especially when occurring in infancy. This study aims to look at the possible effects of a naturally occurring form of starvation in human infants, Pyloric Stenosis (PS), on later learning abilities. PS provides a unique situation in which starvation is not related to social deprivation or poverty and its effects may be examined in relation to the time of onset, duration and severity of starvation. Subjects will be 4 to 14 year old children who had been treated for PS, and two comparison groups: one composed of siblings, and the other composed of random controls. The learning abilities of each subject including verbal skills, auditory and visual memory, understanding spatial relations, coding skills and the presence of operational thinking will be measured by cognitive tests. Data on the social and emotional behavior of each subject will be gathered through parental interview, questionnaires and teacher's behavior checklist. (Author)

EP730153 $61,000 Frechtling

A Developmental Examination of Basic Perceptual Processes in Reading.
INVESTIGATOR: Lefton, Lester A.
ADDRESS: Dept. of Psychology, Columbia, South Carolina 29208 (803)777-4137
South Carolina Univ., Columbia
ORG TYPE: College, University
AWARD TYPE: COMP
CAN NO.: 2500601 PROPOSAL DATE: 23 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
South Carolina Congressional District Number 2
GRANT: NE-G-00-3-0017
FY73 $61,000 27 Jun 73 TO 31 Aug 76
DESCRIPTORS: Early Childhood Education, *Eye Fixations, *Eye Movements, Perceptual Development, Psychological Evaluation, *Reading Ability, Reading Development, Visual Perception, *Visual Stimuli
IDENTIFIERS: Visual Searching
Start Date 27 Jun 73 End Date 31 Aug 76

The purpose of the proposed experiments is to examine the nature of the basic perceptual processes involved in reading. The experiments outlined attempt to assess the nature of the child's basic abilities and processes in reading. The goal of these studies is not to better understand how to teach children to read, but rather to understand how they read and how this ability changes over time. To this end a series of experiments have been designed using a visual search task in which children of different grade levels are asked to search through paragraphs for different kinds of critical items. Sometimes the item is a letter, sometimes a word. Varied from experiment to experiment is the context of the paragraph as well as its orthography. Several experiments will be conducted using an eye movement apparatus which will indicate the nature of the children's eye movements and how these change over time and how they are influenced by the context of the information in the paragraph. Both normal readers and children with diagnosed reading difficulties will be examined. The implications and results of these experiments will provide basic data about the nature of reading in both normal children and in children with reading problems. The data will be useful on a theoretical level as well as for those who teach children to read. It is only through a knowledge of what reading is will teachers of reading be able to utilize their talents most efficiently. (Author)

EP730168 $159,585 Brainard

Aggression and Language Development in Young Children.
INVESTIGATOR: Camp, Bonnie W.
ADDRESS: Psychiatry Dept., 4200 East 9th Ave., P.O. Box 2627, Denver, Colo. 80220 (303)394-7656
Colorado Univ., Denver. Medical Center.
ORG TYPE: College, University
AWARD TYPE: COMP
CAN NO.: 2500601 PROPOSAL DATE: 15 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Colorado Congressional District Number 1
GRANT: NE-G-00-3-0128
FY73 $159,585 27 Jun 73 TO 31 Aug 76
DESCRIPTORS: Achievement Rating, *Aggression, Auditory Discrimination, Classroom Research, Concept Formation, Elementary School Students, Language Research, Learning Difficulties, Personality Assessment, *Social Behavior, *Verbal Development, Visual Acuity
Start Date 27 Jun 73 End Date 31 Aug 76

This project will provide a theoretical framework within which to study the relationship between aggression and learning problems as it emerges in the first three years of school. Part I: Identification, description and intercorrelations of personality characteristics in hyperaggressive (HA), passive aggressive (PA), and assertive aggressive (AA) children. A screening device identifying HA, PA, and AA children will be filled out by teachers and parents of 900 school children. Subjects will be selected in each of the three aggressive behavior categories at each grade level with an equal distribution of boys and girls. Measures of intelligence, achievement, n achievement/n failure, self-esteem, dependence/independence, and sex role adoption will be administered. Part II: Studies of verbal functioning and training in HA, PA, and AA children at average or above-average IQ, at each grade level. Pre- and post-measures of achievement, visual and auditory acuity, linguistic ability, and concept development will be administered. Classroom observations, structured verbal mediation tasks and training in verbal mediation will be carried out. Comparisons to a control group will be made. (Author)

EP730170 $7,880 Segal

A Study to Determine the Effects of Summer Vacation on the Learning Process.
INVESTIGATOR: Holthouse, Norman D.
ADDRESS: 800 E. City Hall Avenue, Norfolk, Virginia 23510, (703)441-2419
Norfolk City School Board, Va.
ORG TYPE: State - Local Education Agency
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 25 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
National Inst. of Education (DHEW), Washington, D.C. Office of Research
Virginia Congressional District Number 2
GRANT: NE-G-00-3-0194
FY73-$7,880-27-Jun-73 TO 31-Aug-74
DESCRIPTORS: *Achievement Rating, *Disadvantaged Environment, Educational Administration, Educational Research, Elementary Education, Lower Class, Middle Class, Performance, *Program Administration, Program Evaluation, Program Length, Secondary Education, *Summer Programs, Upper Class
IDENTIFIERS: Stanford Achievement Test
Start Date 27 Jun 73 End Date 31 Aug 74

Through a carefully designed research study, the Norfolk City Schools seeks to determine: The effects of summer vacation on achievement gain or loss for students at different socioeconomic levels. In order to assess the above objective, the Stanford Achievement Test '72 will be administered to 200 students randomly selected from grade levels one through ten and from each of three socio-economic levels. In total, 6,000 pupils will be tested during the spring and again in the fall of 1973. This testing process will be repeated during the spring and fall, 1974. Thus, the study will be longitudinal, covering two years. (Author)

EP730173 $71,700 Jackson

Role Making Processes and University Administration.
INVESTIGATOR: Graen, George B.
ADDRESS: Dept. of Psychology, Univ. of Illinois, Champaign-Urbana, Ill. 61820, (217)333-2387
Illinois Univ., Urbana
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 21 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 21
GRANT: NE-G-00-3-0091
FY73-$71,700-27-Jun-73 TO 31-Jul-75
DESCRIPTORS: Employee Attitudes, Identification, *Occupational Information, *Performance Criteria, Role Perception, *Role Theory, Self Actualization, *University Administration, Work Attitudes
Start Date 27 Jun 73 End Date 31 Jul 75

The investigation is the third in a series of longitudinal studies of the role making processes involving participants within a large public university. Previous research has suggested that the way people come to behave in their organizational roles is a function of not only the formal, written job descriptions and other documents of this kind but also of the events which occur during the period when the person is progressing from the status of "newcomer" in a particular position to that of an "established incumbent" in that position. If these role making variables can be validated as important determiners of role behavior, this would help to explain our rather consistent failures to improve the efficiency and effectiveness of our university organizations through changes in the formal, written documents. Moreover, future attempts at organizational renewal of the university may be expected to show higher success rates by incorporating an understanding of the role making process into our change programs. (Author)

EP730206 $9,376 Rist

Student Activists Ten Years Later.
INVESTIGATOR: Fendrich, James H.
ADDRESS: Dept. of Sociology, Florida State Univ., Tallahassee, Florida 32306, (904)599-4217
Florida State Univ., Tallahassee
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
Florida Congressional District Number 2
GRANT: NE-G-00-3-0132
FY73-$9,376-27-Jun-73 TO 31-Oct-74
DESCRIPTORS: *Activism, *Behavior Patterns, Caucasian Students, *Civil Disobedience, *College Students, Institutional Environment, Males, Negro Students, Occupations, Political Attitudes, School Orientation
IDENTIFIERS: Black Protest Movement
Start Date 27 Jun 73 End Date 31 Oct 74

The objective of this study is a two way analysis of the occupational and political orientations of former black and white male students who attended college during the 1960-1964 era of the civil rights movement. The first analysis will hold race constant and explore differences among former civil rights activists, student government leaders and graduating seniors. The second analysis will hold the type of political activism constant and explore differences across race. The major independent variables in this study are race and type of political activism: (1) civil rights activists involved in noninstitutionalized issue oriented politics confronting institutional structures supporting segregation; (2) conventional student government politics; and (3) and a control group of apolitical undergraduates who took no active role in conventional or unconventional student politics. The major dependent variables are the occupational and political orientations of former students. Theoretically, this project will focus on the behavioral and ideological commitments that are either fostered or developed within a university environment and have long range effects. Three hundred subjects will be selected from the alumni of Florida State University and Florida A & M University (150 from each university) and sent questionnaires. The data for Florida State University has already been gathered. The response rates are: 73 percent for the civil rights activists, 66 percent for the student government members and 72 percent for the noninvolved. The initial data indicate a properly developed mailed questionnaire technique can be used. (Author)

EP730223 $9,944 Segal

Metropolitan Proprietary Schools: A Study of Functions and Economic Responsiveness.
INVESTIGATOR: Bowman, Mary Jean
ADDRESS: Comparative Education Center, 5835 S. Kimbark Av., Chicago, Ill. 60637, (312)753-2921
Chicago Univ., Ill.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 22 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Illinois Congressional District Number 1
GRANT: NE-G-00-3-0124
FY73-$9,944-27-Jun-73 TO 30-Nov-74
DESCRIPTORS: Community Colleges, Economic Factors, Educational Environment, Educational Research, Labor Market, *Program Evaluation, *Proprietary Schools, School Role, *Vocational Education
Start Date 27 Jun 73 End Date 30 Nov 74

With a growing need for more vocationally trained labor, greater attention has been given to vocational education. In an effort to meet the demand, educational planners increase expenditures and add programs often overlooking the potential of existing institutions. One such institution which deserves more attention with respect to the present and potential contribution that it makes to the educational system is the private, independent, self-supporting vocational school, commonly called the proprietary school. Proprietary schools occupy a unique position in the educational system in that they also have a position in business as profit-motivated enterprises. They owe their existence to a demand for services that is not met by other educational institutions. The purpose of this study is to examine the proprietary school as an economic entity and specifically to measure its supply responsiveness in terms of changes in the number of schools, curricula, faculty, profits and assets to changing labor market conditions and to examine the impact of community college vocational programs on the proprietary schools. The variables used to explain the proprietary school's supply adjustments are the expected school costs of providing school places and the expected demand for places, a function of actual demand which is determined by exogenous variables. The exogenous variables in this study will be standard measurements of labor market fluctuations and a number of comparative services offered by other proprietary schools or the community colleges. (Author)

EP730231 $91,662 Segal

Identification and Evaluation of Legal Constraints Upon Educational Productivity

INVESTIGATOR: Lieberman, Myron
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City Univ. of New York, N.Y.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 24 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
New York Congressional District Number 17
GRANT: NE-G-00-3-0112
FY73 $71,662 27 Jun 73 TO 31 Jul 74 FY74 $2,000 01 Sep 73 TO 30 Sep 74
DESCRIPTORS: Educational Administration, *Educational Economics, *Educational Legislation, *Legislation, Productivity, Program Evaluation, *Program Improvement, School Personnel, State Legislation
Start Date: 27 Jun 73 End Date: 30 Sep 74

This proposal is intended to identify the major legal constraints to greater educational productivity, assess the costs and benefits of these constraints, clarify the interests affected by their elimination or modification, and outline alternative programs and strategies both for eliminating the constraints and for school district actions to take advantage of such elimination. The rationale for the proposal is based upon the fact that education, like other public services which are primarily a state and local responsibility, is regulated by a complex network of state constitutional requirements, statutes, and administrative rules. This legal context frequently institutionalizes or mandates inefficiencies and often deters or even prohibits more productive arrangements or even experiments having this end in view. This study will focus upon legislation related to educational personnel (e.g., the costs of requiring an unnecessarily high level of certification or of legislation providing tenure for administrative personnel) and to the student population (e.g., requirements that pupils be in school a minimum number of hours per day or days per year). The study will be confined to legal constraints whose extent, costs, and benefits can be assessed adequately within the proposed budgetary limits. Research procedures will necessarily vary with the constraints being studied; however, a selected group of educational economists, administrators, state education policy makers, and legal authorities will be asked to recommend constraints to be studied at the operational level, to suggest the specific procedures, sources of data, and interest groups affected, and to contribute to the formulation of the policy and program alternatives which should be considered in conducting the research. Additional funding will be sought to study the costs and benefits of legal constraints which cannot be included in this study. (Author)

EP730234 $86,403 Frechtling

Reading Comprehension and Crossmodal Mediation of Stimulus Equivalences

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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 24 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Massachusetts Congressional District Number 9
GRANT: NE-G-00-3-0011
FY73 $86,403 27 Jun 73 TO 30 Jun 76
DESCRIPTORS: Audiovisual Instruction, *Cognitive Development, *Early Childhood Education, *Elementary Education, Intellectual Development, Listening Comprehension, *Reading Comprehension, Reading Research, *Teaching Methods, Word Recognition
Start Date: 27 Jun 73 End Date: 30 Jun 76

Without direct training, children become capable of a simple form of reading comprehension — matching printed words to appropriate pictures — after they have been taught two sets of auditory-visual equivalences: A. Matching dictated words to pictures, and B. matching dictated words to printed words. The crossmodally mediated equivalence between visual words and pictures develops even when children are incapable of consistent oral responses to the words and pictures. Experiments are proposed: A. To carry out developmental studies to determine whether there is a critical age at which children become capable of such indirectly learned, crossmodally mediated reading comprehension; B. To determine whether the same teaching paradigm can produce more complex forms of generative language. Will children, after learning individual nouns, prepositions, and verbs by means of the auditory-visual matching procedures, be able to combine the single words into phrases and sentences that they can understand — match to appropriate pictures — in the purely visual mode? (Author)

EP730244 $9,931 Johnson

Analysis of Cine Psychometric Visual Memory Data by the Tucker Generalized Learning Curve Method

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Missouri Univ., Columbia
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 14 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Missouri Congressional District Number 8
GRANT: NE-G-00-3-0033
FY73 $9,931 27 Jun 73 TO 30 Jun 74
DESCRIPTORS: Classroom Research, College Students, Learning Processes, *Memorizing, Perception Tests, *Psychomotor Skills, Retention, Stimulus Behavior, Study Guides, Testing, *Visualization, Visual Perception, *Visual Stimuli
IDENTIFIERS: Short Term Object Memory Test
Start Date: 27 Jun 73 End Date: 30 Jun 74

The analysis of previously obtained data concerning short-term visual memory and cognition by a method suggested by Tucker is proposed. Although interesting individual differences undoubtedly exist in people's ability and capacity to process short-term visual information, studies have not generally examined these differences. In fact, conventional analyses have used group means which destroy the investigation of individual differences. Previous research by the authors indicates substantial and reliable changes in the abilities a group of subjects uses to process information as the stimulus itself subtly changes. These changes that an individual manifests have, however, been obscured until now. The proposed method by Tucker simultaneously analyzes the differences among subjects and describes the complexity of the stimulus. Thus the behavior of a single individual to a visual stimulus can be summarized and analyzed in light of other abilities he may possess. Tucker's method can estimate practice and fatigue effects on a task. Finally, the experience gained herein with the Tucker method should prove useful, in that it could be an alternative way of analyzing individual differences other than the regression approach. (Author)

EP730252 $5,103 Pemberton

Educating for Freedom: Northern Whites and the Beginnings of Black Education in the South, 1862-1872
INVESTIGATOR Butchart, Ronald Eugene
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State Univ. of New York, Binghamton
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 20 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 27
GRANT NE-G-00-3-0134
FY73-$5,103 27-Jun-73 TO 26-Jul-74
DESCRIPTORS Anglo Americans, *Archives, Changing Attitudes, Economic Factors, *Negro Education, Negroes, *Negro History, *Northern Attitudes, Political Attitudes, Racial Attitudes, *Reconstruction Era
IDENTIFIERS *Civil War
Start Date 27 Jun 73 End Date 26 Jul 74

The applicant proposes to prepare a detailed history of the efforts to educate the former slaves in the South during and after the Civil War, scope 1862-1872. The investigation will be a history of the event, an intensive examination of the orientations and philosophies of the white supporters of black education, a study of the roots of the southern Negro education system, and a contribution to Reconstruction historiography. There now exists no complete history of this significant educational event, and much of the secondary material that touches the subject is inaccurate or dated. The investigation will involve lengthy archival research. A wealth of data exists but is widely scattered. Hence most of the desired grant is needed to defray travel costs. The study is of more than antiquarian interest. Its implications reach into the 1970s, for the successes and failures of that decade a century ago are still being felt today; those involved in the freedmen's schools were engaged in a major educational reform movement in an area hostile to public education; they grappled with ideas and problems concerning race and the school; and their philosophy of education had to seek an accommodation with conflicting political, social, and economic ideologies. (Author)

EP730255 $204,194 Guthrie

Reading of American Children Whose Language is a Stable, Rural Dialect of English, or a Language Other Than English.
INVESTIGATOR Goodman, Kenneth S.
ADDRESS Reading Miscue Research, Wayne State Univ., Detroit, Mich. 48202, (313)577-1860
Wayne State Univ., Detroit, Mich.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 15 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Michigan Congressional District Number 1
GRANT NE-G-00-3-0087
FY73-$204,194 27-Jun-73 TO 31-Aug-75
DESCRIPTORS *Child Language, English (Second Language), *Ethnic Groups, *Language Development, *Literacy Education, Reading Development, Reading Research, *Regional Dialects
Start Date 27 Jun 73 End Date 31 Aug 75

The investigators propose to study the reading process in depth at various stages of proficiency in American children who speak a stable, rural dialect of English as their home language. Eskimo, Navajo, Samoan, and Chicano children who speak little or no English when entering school will constitute one group. Appalachian White, Mississippi Delta Black, Rural Maine, and Hawaiian Pidgin speaking children will constitute a second group. In previous research on readers at several proficiency levels the principal investigator has developed a theory and model of the reading process based on psycholinguistic analysis of oral reading miscues, instances where observed responses do not match expected responses. A psycholinguistic taxonomy is applied to the analysis of reading miscues which makes a depth analysis of reading performance possible and makes possible inferences about the underlying competence of readers and the reading process itself. The proposed studies will extend the basic understanding of the reading process to include the process in groups who are among the least successful in acquisition of literacy. It will also explore the extent to which the reading process is universal across groups and the extent of cross-language interference in reading. (Author)

EP730267 $109,492 Yanofsky

Optimal Information Storage Rate for Reading Prose.
INVESTIGATOR Carver, Ronald P.
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American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 23 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Maryland Congressional District Number 8
GRANT NE-G-00-3-0043
FY73-$109,492 01-Jul-73 TO 30-Jun-75
DESCRIPTORS Adult Students, Educational Research, Films, *Higher Education, Information Retrieval, *Information Storage, Intellectual Development, *Reading Development
Start Date 27 Jun 73 End Date 30 Jun 75

The proposed research will investigate the functional relationship between information storage rate and information presentation rate during reading, with a focus upon an hypothesized optimal information storage rate. It has also been hypothesized that an individual's optimal rate of reading is limited by his intellectual capacity. Previous research suggests that the accuracy of information storage delines slowly as rate is increased up to a threshold or optimal rate, and then when the threshold is exceeded, the amount of information stored drops precipitously. Furthermore, it appears that the decline in accuracy up to the optimal rate follows a hyberbolic function. If there is an optimal rate that is limited by an organismic factor, rather than by factors associated with the physical stimulus, then there should be no difference between the optimal rate when listening as compared to reading. Also, the optimal should not change when material difficulty is lowered to levels well below the ability of the individual. The proposed research will investigate the interrelationships among information storage rate, material difficulty, mode of presentation, and optimal information storage rate. Listening rate will be manipulated using a rate controlled speech device. Reading rate will be manipulated by using a motion picture technique. Rate will be measured using a new unit of standard length sentences perminute, rather than the traditional words per minute. The level of difficulty of the material and the level of ability of the individual will be measured in a new way so that both variables can be measured along the same dimension. There will be three different methods of estimating information stored—subjective estimates, paraphrase questions, and a completely objective measure called reading-storage. The subjects will be mature readers, i.e., college students, plus a group of superior adult readers, i.e., rapid readers. (Author)

EP730311 $157,750 Carnet

Assessment of a Structural/Task Approach to Organizational Development in School Systems.
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Northwestern Univ., Evanston, Ill. School of Education
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
Illinois Congressional District Number 10
GRANT NE-G-00-3-0172
FY73-$157,750 27-Jun-73 TO 31-Jul-76

DESCRIPTORS Collective Negotiation, *Decision Making, *Educational Administration, Educational Environment, Educational Objectives, *Governance, Institutional Research, Organizational Change, Personnel Evaluation, Teacher Attitudes, Work Attitudes
Start Date 27 Jun 73 End Date 31 Jul 76

The proposed project provides for the continued development, implementation, and evaluation of a model educational organization development strategy. The study focuses on the survey feedback-problem solving-collective decision intervention, a structural task-oriented approach to planned organizational change. The objective of the proposal is to further refine an organizational development approach which provides schools with a structure consistent with the environment of educational systems, the professional capacities of school personnel, and the inherent demands of the educational technology. A modified and abbreviated version of the proposed intervention was pilot tested and evaluated in a previous action-research project. The pilot program focused on the superimposition of complementary collective decision structures over the existing authority configuration in schools through the use of survey feedback and problem solving processes. The intervention succeeded in increasing organizational flexibility and adaptability by providing for problem identification, solution generation, and change initiation at the faculty level. Product evaluation confirmed that the structural intervention brought about significant favorable changes in teacher work attitudes and perceptions of collectivity in organizational decision processes. The project provides for the expansion and intensive evaluation of the intervention needed to bring this research effort to its fruition. The revised intervention focuses on the implementation of complementary decision structures at the school district level. Included are components to facilitate principal collective action, inter-organizational decision making, and the introduction of technological innovations in the system. An important feature of the planned study is the evaluation of the structural intervention including measures of effort, performance, process, and efficiency. (Author)

EP730321 $9,300 Moles

Effects of Group-Interaction as a Motivating Technique in a Ninth-Grade Mathematics Classroom.
INVESTIGATOR Kenny, Paul F
ADDRESS 1926 Lawrence St., N.E., Washington, D.C. 20018, (202)529-0515
No Affiliation
ORG TYPE Individual
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
District of Columbia
GRANT NE-G-00-3-0108
FY73-$9,300 27-Jun-73 TO 30-Jun-74
DESCRIPTORS *Affective Objectives, Grade 9, *Group Behavior, Group Dynamics, *Group Relations, Low Ability Students, Mathematics Curriculum, Motivation Techniques, *Performance Factors, *Secondary School Students
Start Date 27 Jun 73 End Date 30 Jun 74

The purpose of this study will be an investigation of competitive contingencies on cooperative behavior through the use of sequential mathematics assessment tasks administered in eight ninth grade Algebra I classrooms for one semester (18 weeks). Mathematical subtests from the School and College Ability Tests Series (SCAT) will be administered to the classes under one of two conditions: control and group competition with reward and/or gaine. Mean class performance will be the dependent measure used in the analysis. Previous studies have indicated that under the conditions described above, but only on an individual basis, the effect of competition on performance is positively related to the degree to which the task is speed vs. power-oriented, that is, motor vs. problem-solving skills; there is no significant correlation for power-oriented tasks. Thus this study will hypothesize an increase in the performance of power-oriented tasks through group interaction stimulated by competition between groups. Should the hypothesis prove correct, group interactional competition could serve as a motivator and as a means of improving performance for poorly motivated slow learners in mathematics. Rev. Richard Reece, Chairman of Study Personnel for the Philadelphia Archdiocesan School System, has expressed interest in this project and has indicated a desire to introduce this approach for slow learners in math should it prove successful. (Author)

EP730344 $97,359 Chibucos

Problem-Solving Strategies in Reflective and Impulsive Children.
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North Carolina Univ., Chapel Hill
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
North Carolina Congressional District Number 2
GRANT NE-G-00-3-0122
FY73-$97,359 27-Jun-73 TO 30-Jun-76
DESCRIPTORS Average Students, Cognitive Measurement, Educational Objectives, Elementary School Students, *Learning Characteristics, *Problem Solving, *Psychological Evaluation, Reactive Behavior, *Self Control
IDENTIFIERS Frank Porter Graham Elementary School, *Impulsive Children
Start Date 27 Jun 72 End Date 30 Jun 76

The purpose of this series of studies will be to investigate the development of problem-solving strategies which enable the child to engage in a variety of academic and real life problems in a productive, competent fashion. The subjects will be children of average ability level who display characteristically different cognitive styles. Impulsive children who test hypotheses quickly and make many errors have been found to be at a disadvantage in the classroom compared to more reflective children who consider alternatives carefully. Unfortunately, we know little about how this dimension in cognitive style influences performance during problem-solving. The research will be carried out in three separate studies over a three year period. The first study will describe the development of problem-solving strategies in reflective and impulsive children in the elementary grades, and assess the stability of the strategies used by the two style groups over a period of three years. Of particular interest in this study will be the generality of strategy behavior in the two style groups across a variety of different problem-solving tasks. The second study will be initiated in the fall of 1974 and will examine the effects of short-term memory load on the strategy behavior and problem-solving efficiency of reflective and impulsive children in the fourth and sixth grades. The third study will begin in the fall of 1975 and will investigate the modifiability of strategy behavior. The aim of this study will be to determine whether impulsive children can acquire more competent problem-solving strategies and transfer them to problem situations other than those in which they were trained.

EP730351 $9,873 O'Malley

The Development of Skills by Imitation in Infants and Young Children
INVESTIGATOR Kaye, Kenneth
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Chicago Univ., Ill.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 26 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 1
GRANT NE-G-00-3-0042
FY73-$9,873 27-Jun-73 TO 31-Dec-74
DESCRIPTORS Behavioral Science Research, *Early Childhood, *Imitation, *Infancy, Infant Behavior, Observational Learning, *Skill Development
Start Date 27 Jun 73 End Date 31 Dec 74

This project will study the mechanism of imitation, and its role in the development of skills, rather than the well-researched question of whom the child imitates and why.

PROJECT RESUMES

Three studies are proposed, having in common the following paradigm. The subject is tested on a particular problem, or a record is made of his baseline rate on some particular response. Then the appropriate behavior is modeled repeatedly, each time followed by a pause in which the subject can respond. The modeling is in no way contingent upon the subject's responses, being repeated in the same way whether or not he imitates (though in some of the studies the model will adjust his timing so as to allow the subject to complete his response). Subsequently the subject is again tested, and finally given a transfer test to measure what has been learned. This paradigm enables us to define, behaviorally and operationally, both imitation itself and the use of imitation to acquire a new skill. Imitation is "any behavior matched in form to that of an observed organism or object such that the match could not have occurred by chance." We want to know how the child uses information from the model in order to guide his own imitative responses, and how this imitation enables him to modify his repertoire of skills across experimental conditions. Specific hypotheses are discussed in connection with each of the three studies. (Author)

EP730365 $51,643 Goebel

Assimilation and Developmental Processes of a Perceptual Trace in Kinesthetic Memory and a Model of Kinesthesis.

INVESTIGATOR: Stelmach, George E.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 16 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Wisconsin Congressional District Number 2
GRANT: NE-G-00-3-0099
FY73-$51,643 27-Jun-73 TO 31-Aug-76
DESCRIPTORS: Feedback, *Kinesthetic Perception, Learning Modalities, Models, *Perception, *Perceptual Motor Learning, Performance, Psychological Studies, *Recall (Psychological), Retention, Sensory Integration, *Tactual Perception
IDENTIFIERS: Closed Loop Theories, Efferent Theory, Ideomotor Theory
Start Date 27 Jul 73 End Date 31 Aug 76

The first part of the project focuses on the locus of response biasing in kinesthetic memory. Systematically, experiments will attempt to isolate the assimilation process by varying the execution aspects of an interpolated movement. The series of experiments will examine the temporal placement, trace strength (via augmentation and repetition), nature, and control of interpolated movement. Another series of experiments are proposed that examine the development of a perceptual trace. Various feedback modalities will be manipulated to look at whether a trace can be developed in each modality and in combination with others. Of particular interest is whether kinesthetic feedback, by itself, is capable of developing a perceptual trace. After this is established, subsequent experiments will determine the role kinesthetic feedback plays after a perceptual trace has been developed. Finally, a model of kinesthesis will be developed that is drawn from neurological and behavioral theories. The emphasis of the model will attempt to describe how kinesthesis is involved in learning and predict how stored information is used in kinesthesis by executive centers of the body. (Author)

EP730378 $9,998 Segal

An Investigation of Student Characteristics as Related to Achievement in an Individualized High School Biology Program.

INVESTIGATOR: Littlefield, David L.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 10
GRANT: NE-G-00-3-0176
FY73-$9,998 27-Jun-73 TO 30-Nov-74
DESCRIPTORS: *Achievement, Behavior, *Biology Instruction, *High School Students, Individualized Instruction, Performance, *Science Instruction, Student Characteristics, Student Motivation, *Teaching Methods, Work Attitudes
Start Date 27 Jun 73 End Date 30 Nov 74

The purpose of this study is to investigate various characteristics and determine if they have any effect on achievement. Some of the variables to be considered are: (1) attitudes, (2) motivation, (3) understandings about science, (4) personality, and (5) the ability to think critically. Procedure: Approximately 440 students in an individualized high school biology program will be used. Utilizing a random sample of 25% of this population, a multiple prediction equation will be developed, and then applied to each individual in the remaining 75% of the population. Each individual will be classified into one of three achievements levels, i.e. "high," "expected," or "low." Once these students have been classified into their respective achievement levels, three random groups (Groups I, II, and III) will be formed. These groups will consist of students selected at random from the achievement levels. Multiple discriminant analysis will then be performed to see if discrimination can be accomplished among the "high," "expected," and "low" categories in all three groups. Groups I, II, and III represent three replications of the same procedure. A cross validation will be performed to determine the effectiveness of the discriminant function equation for predicting achievement levels for the various individuals. (Author)

EP730379 $9,412 Rist

The Political Beliefs of Youth: Implications for Curriculum and Classroom.

INVESTIGATOR: Fitzpatrick, John J.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 26 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
Iowa Congressional District Number 2
GRANT: NE-G-00-3-0023
FY73-$9,412 27-Jun-73 TO 15-Jul-74
DESCRIPTORS: Adolescence, Behavioral Science Research, *Beliefs, Childhood, Cognitive Development, Curriculum Development, Curriculum Research, Elementary Education, *Political Attitudes, Secondary Education, *Socialization, *Social Studies
IDENTIFIERS: Kohlberg, Piaget (Jean)
Start Date 27 Jun 73 End Date 15 Jul 74

The proposed research involves the coding and analysis of data collected by means of tape-recorded interviews with ninety-six students (aged 7-18) attending public schools in Buffalo, New York. The respondents were asked several open-ended questions designed to tap their conceptions of and beliefs about the nation, authority and authority figues, politics and power in society, rules and laws, and moral behavior. Their responses comprise a data set which can shed a great deal of light on the political socialization or citizenship training function of the school. In this project, appropriate coding categories for the students' responses will be devised, the data will be coded, and the results will be tabulated and analyzed. The goal will be to chart developmental patterns in the pre-adult's political belief system and to relate these patterns to general cognitive and moral developmental patterns, such as those suggested by Jean Piaget and Lawrence Kohlberg. These data on the development of the child's political beliefs and his understanding of political concepts will be useful to educators planning social studies curricula and to teachers of social studies in both elementary and secondary schools. Teachers, for example, will be better prepared to introduce ideas and subject matter appropriate to the developmental stage of the child. This will facilitate both the teaching function and the political socialization function of the school. (Author)

PROJECT RESUMES

EP730424 $6,950 Ribich

Impact of Collective Bargaining on the Management of Faculty-Institution Conflict in Colleges and Universities.

INVESTIGATOR Leslie, David W.
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Virginia Univ., Charlottesville
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 20 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Virginia Congressional District Number 7
GRANT NE-G-00-3-0048
FY73-$6,950 27-Jun-73 TO 15-Dec-74
DESCRIPTORS *Collective Bargaining, *College Faculty, *Contract Salaries, *Grievance Procedures, Institutional Administration, Institutions, Management, Negotiation Agreements
Start Date 27 Jun 73 End Date 15 Dec 74

With growing reliance on collective bargaining procedures in higher education, questions about the impact of new relationships between faculty and institutions emerge. This study is proposed as a comparison of modes of processing faculty-institution conflict in institutions having negotiated faculty contracts with the same processes at comparable institutions not having contracts. Specifically, attention will be focussed on the incidence, structure, and operation of grievance and arbitration procedures at the two samples of institutions. Questions for research center on a comparison of various aspects of grievance procedures among the sampled institutions to assess departures under collective bargaining arrangements. Additionally, important descriptive material concerned with grievance procedures will be summarized. (Author)

EP730435 $100,000 Sobol

Experimental Investigation of Peer Teaching.

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
California Congressional District Number 7
GRANT NE-G-00-3-0186
FY73-$100,000 27-Jun-73 TO 30-Jul-74
DESCRIPTORS *Achievement Rating, Control Groups, Correlation, Experimental Groups, Grouping (Instructional Purposes), *Learning Motivation, *Mathematics Instruction, Mathematics Teachers, Peer Acceptance, *Peer Teaching, Program Costs, Secondary School Mathematics, Teacher Influence, Teaching Methods
Start Date 27 Jun 73 End Date 30 Jul 74

Successful peer tutoring has been tried and tested in a variety of situations. Less has been done with peer teaching involving teaching students in a group. The investigator will examine the benefits of peer teaching for the students involved. Twenty-four 9th-grade students trained in a special mathematics curriculum will be assigned to teach mathematics to whole classes of 7th-grade students. This peer teaching is to be considered as part of a regular mathematics course. Peer teachers will either teach alone or as two-person teams. The effects of the peer teaching will be evaluated by tests of mathematics achievement, self-esteem, achievement motivation, and attitude toward school. The two methods will be compared with each other and control conditions involving (1) mathematics specialists as teachers, (2) exchange teaching, and (3) regular teachers. (Author)

EP730448 $9,121 Goebel

Modality Preferences and Intersensory Association in Children.

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 15 Aug 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Indiana Congressional District Number 7
GRANT NE-G-00-3-0100
FY73-$9,121 27-Jun-73 TO 31-Jul-74
DESCRIPTORS *Auditory Visual Tests, Early Childhood Education, Memorizing, Perceptual Development, Reading Development, *Reading Difficulty, Recall (Psychological), *Remedial Reading Programs, Visual Perception, Visual Stimuli
Start Date 27 Jun 73 End Date 31 Jul 74

The experiment will test conjectures concerning the effects of learners' aural or visual modality preferences on the establishment of auditory-visual associations of the type related to early reading. In the proposed study, modality preferences will be identified through the use of a bisensory digit-span task. Performance on a bisensory paired associate task requiring intersensory associations will be studied as a function of those modality preferences. The results should show a disordinal trait-treatment interaction with performance being differentially related to the modality of the nominal stimulus. This study is intended to serve as the initial study in a series which should lead to a clearer understanding of the role of modality preference in reading disability. (Author)

EP730450 $10,000 Turk

Drawing Inferences from a Passage of Text.

INVESTIGATOR Potts, George R.
ADDRESS Dept. of Psychology, Hanover, New Hampshire 03755, (603)646-2183
Dartmouth Coll., Hanover, N.H.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New Hampshire Congressional District Number 2
GRANT NE-G-00-3-0170
FY73-$10,000 27-Jun-73 TO 30-Dec-74
DESCRIPTORS *Classroom Observation Techniques, *Cognitive Measurement, Comparative Testing, Educational Research, Experimental Psychology, *Perceptual Development, *Recall (Psychological), Relevance (Education), Response Mode, Student Reaction
IDENTIFIERS *Information Processing Strategies
Start Date 27 Jun 73 End Date 30 Dec 74

The present series of experiments is designed to determine the factors affecting subjects' ability to draw inferences from a passage of text. Potts (1972) observed that, under certain circumstances, subjects can respond faster and more accurately to questions about information which they had to deduce from a passage of text than to questions about information which was actually presented. This surprising result has not been found by all researchers, however. The first of the present series of experiments is designed to examine the major differences in material and procedure between these studies in an attempt to discover what variables are responsible for the differing results. By doing this, we hope to isolate some of the factors which are most conductive to "going beyond the text." Experiment II is designed to examine one of these variables (type of test) in detail in an attempt to determine if subjects are more likely to make deductions when they are expecting a recall test than when they are expecting a recognition test. This result has direct relevance to the question of whether multiple choice or essay exams are more conductive to the establishment of effective study habits. Experiment III will examine the effect of actually presenting the deducible information. This manipulation will enable us to specify more exactly the information processing strategies used by subjects in their attempts to answer questions about information which was never actually presented. In Experiments II and III, a delayed test on the material will be given approximately two weeks after the original session to determine the long-term effects of the manipulations. (Author)

EP730454 $9,780 Turk

Development of a Formal Model of Word Recognition.
INVESTIGATOR: Travers, Jeffrey R.
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Swarthmore Coll., Pa.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Pennsylvania Congressional District Number 7
GRANT: NE-G-00-3-0032
FY73-$9,780 27-Jun-73 TO 30-Sep-74
DESCRIPTORS: *Cognitive Development, *Demonstration Programs, Intellectual Development, *Language Development, Visual Stimuli, *Word Recognition
Start Date 27 Jun 73 End Date 30 Sep 74

It is proposed to develop a detailed formal model of the word recognition process, based on a review of the experimental literature and on the author's research. The chief aims of the model are two: to show how letter-recognition mechanisms are integrated into broader word-recognition systems, and to show how acquired knowledge of word structure interacts with basic features of visual-cognitive processing. The proposed model is of a "contingent parallel" type, that is, it incorporates simultaneous processing of several letters at once, but only under conditions in which the subject can make use of prior knowledge of English morphology. The structure of the model is hierarchical, following the outlines of Selfridge's "Pandemonium," but modifying that system so as to take account of existing data on human letter and word recognition. The principal activities proposed are (1) a literature review, (2) a theoretical effort to specify both a formal analytic mechanism and empirical structure consistent with human performance data, (3) a limited amount of new empirical work to test the implications of the model and to settle prior theoretical questions raised by the work of Wheeler (1970). (Author)

EP730468 $9,596 Wheeler

The Development and Validation of a Simulation Instrument to Measure Teacher Affective Sensitivity.
INVESTIGATOR: Kravas, Constance H.
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Washington State Univ., Pullman.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Washington Congressional District Number 5
GRANT: NE-G-00-3-0096
FY73-$9,596 27-Jun-73 TO 30-Jun-74
DESCRIPTORS: *Affective Behavior, Empathy, Measurement Techniques, *Sensitivity Training, *Simulated Environment, Student Behavior, Student Teacher Relationship, *Teacher Behavior, *Teaching Skills, Video Tape Recordings
Start Date 27 Jun 73 End Date 30 Jun 74

The purpose of the current investigation is to develop and validate a simulation device to measure a teacher's ability to identify verbal and nonverbal emotions expressed by a student (teacher affective sensitivity). The instrument will consist of videotaped excerpts of teacher-learner interactions from actual and simulated classroom episodes. Subjects responding to the instrument will identify the emotions felt by the student at the end of each videotaped excerpt. Each simulation episode will be accompanied by two multiple-choice items (three responses per item). The subjects (teachers and pre-service teachers) will select the answer from each multiple-choice item that they believe most accurately describes the affective state of the pupil viewed on the screen. Procedures: Previously produced media that focus on classroom interactions will be analyzed (utilizing specified selecting and editing criteria) to obtain examples of learner affective expressions. Expert judges will construct two multiple-choice items for each simulation episode. A pilot test will be administered to identify scale errors and to assess an index of scale reliability. The preliminary scale form will be administered to a sample group to obtain item analysis data which will be used for scale revision. Assessments of scale construct, predictive, concurrent, and content validity will be made. (Author)

EP730469 $34,062 Pruitt

Public School Principals' Leader Style, Organizational Situation, and Effectiveness.
INVESTIGATOR: Miskel, Cecil G.
ADDRESS: Educational Administration, Bailey Hall, Lawrence, Kansas 66044. (913)864-4433
Kansas Univ., Lawrence.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 23 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Kansas Congressional District Number 3
GRANT: NE-G-00-3-0141
FY73-$34,062 27-Jun-73 TO 30-Nov-74
DESCRIPTORS: Administrator Attitudes, *Administrator Evaluation, Administrator Selection, Controlled Environment, *Educational Administration, Educational Environment, *Leadership Styles
IDENTIFIERS: Kansas, Larger Public School Districts
Start Date 27 Jun 73 End Date 30 Nov 74

Purpose and Rationale: The primary purpose is to evaluate and refine the descriptive, explanative, and predictive characteristics of a theoretical model for administrator effectiveness. The model postulates that motivation, behavior, and perceptions of others as concepts of leader style are important independent variables for personal and organizational effectiveness. However, the organizational situation, or climate, dictates the norms of the system wherein the leader styles are exhibited. Using these norms the participants evaluate the various leader styles either positively or negatively, that is, the climate mediates the relationship between leader style and administrator effectiveness by varying the appropriateness of the style with the situationally specific norms. Procedures: The proposed research methodology is a sample survey with personal interviews, mail questionnaires, and telephone interviews as the data collection techniques. The sample will consist of 160 principals, 1280 teachers, and 40 supervisors randomly selected from 36 of the larger public school districts in Kansas. Controls are built into the design to minimize and evaluate response bias. Variable relationships will be investigated using multiple regression and discriminant analysis techniques. Possible Implications: The model integrates the theory and research from many related disciplines, contains concepts that are defined clearly and operationalized, and has effectiveness for its criterion variable. Consequently, an empirical test of this model could well yield conclusions of broad generalizability and considerable usefulness in directing further research and in selecting building administrators. (Author)

EP730476 $194,718 Spady

A Diagnostic Study of the Human Organization in Schools.
INVESTIGATOR: Mullen, David J.
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Georgia Univ., Athens. Coll. of Education.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
National Inst. of Education (DHEW), Washington, D.C. Office of Research.
Georgia Congressional District Number 10
GRANT: NE-G-00-3-0197
FY73-$194,718 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: Administrative Problems, Educational Environment, Evaluation, Humanization, Human Relations, Institutional Research, *Organizational Change, School

Environment, *School Organization
IDENTIFIERS *School Organizational Development Questionnaire
Start Date 27 Jun 73 End Date 30 Jun 76

Schools are organizations. All well-functioning organizations strive to achieve their objectives, remain internally adjusted and externally adapted. This study deals only with the internal adjustment process. This process will be investigated through the use of the School Organizational Development Questionnaire (SODQ). An analogy is used to illustrate the focus of this study. An automobile (an organization) is built to provide transportation (objective). One of the subsystems necessary to the operation of an automobile is the carburetor subsystem. If the carburetor is out of adjustment (internal adjustment), the automobile may still run (provided that it is externally adapted), but not efficiently. Maladjustment will put the whole machine in poor running condition. The human part of the school organization is in this illustration compared to the carburetion system of an automobile. Most studies have attempted to describe the overall condition of the human organization. The proposed study, through SODQ discrepancy scores, will diagnose malfunctions of the critical processes of the human organization in schools and show at which points, with which groups (students, teachers, administrators) and at what levels these processes are out of adjustment. A number of school systems of various sizes in various regions of the United States will be used to investigate organizational discrepancies. Factor analytic and other multivariate procedures will be used to investigate reliability and validity. Participating institutions will be provided with SEDQ discrepancy score reports for their individual use. A follow up administration of the SEDQ will be used to measure change. The implications are that with the availability of the SEDQ, schools can diagnose and plan interventions to correct human organizational processes and malfunctions at every level of the organization. The more finely tuned this subsystem becomes, the better the organization can achieve its objectives. (Author)

EP730491 $9,976 Turk

Complexity in Child Language
INVESTIGATOR Gordon, Alice M
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North Carolina Univ., Chapel Hill
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500501 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
North Carolina Congressional District Number 2
GRANT NE-G-00-3-0115
FY73-$9,976 27-Jun-73 TO 31-Aug-74
DESCRIPTORS *Child Language, Cognitive Measurement, *Comprehension Development, *Early Childhood, Educational Objectives, Language Ability, *Language Research, Observational Learning, *Psycholinguistics, Traditional Grammar
Start Date 27 Jun 73 End Date 31 Aug 74

This psycholinguistic study will examine complexity in the language of four to seven year old children, focusing on the interpretation strategies which they use in processing sentences beyond their linguistic competence. In this research, "psychological complexity" is related to the difficulty of a sentence in a performance task, as measured by the number of errors made. The project is concerned with the question of why certain grammatical structures are more difficult for children to imitate or comprehend than others. The applicant's previous research identified surface structure features of sentences related to psychological complexity and presented evidence concerning the possible role of a subject-verb-object processing strategy. This project is designed to extend that line of research by attempting to generalize the results across different grammatical structures and different populations. Utilizing both imitation and comprehension tasks, the project will investigate children's difficulty in interpreting declarative and interrogative sentences; both subject-object and direct object-indirect object constructions will be examined. In choosing subjects, sex, race, and parental occupation and income will be considered. Thus the goals of the project are twofold: (1) to gain a better understanding of the characteristics differentiating sentences which are difficult for children from those which are easy, and (2) to discover the language processing strategies which children use to interpret complex sentences which are beyond their linguistic competence. (Author)

EP730522 $10,000 Brainard

Validation of a Social Functioning Checklist
INVESTIGATOR Buck, Mildred R.; Kennealy, Jane
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Saint Louis Public Schools, Mo
ORG TYPE State/Local Education Agency
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 20 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Missouri Congressional District Number 1
GRANT NE-G-00-3-0031
FY73-$10,000 27-Jun-73 TO 30-Jun-74
DESCRIPTORS *Behavior Patterns, *Check Lists, Data Analysis, Data Collection, *Parent Participation, *Social Behavior, Social Development, Student Evaluation, Student Testing
Start Date 27 Jun 73 End Date 30 Jun 74

The B-K Checklist is a series of statements pertaining to development and behavior of children, to which parents are asked to indicate the extent of their agreement. The checklist is unique in that it consists of three separate forms appropriate to each of three age groups, which can be answered quickly and easily by parents. The purpose of this research is to analyze and categorize data collected from the parents of a randomly selected group of 1200 St. Louis Public School subjects using the B-K Checklist. 400 subjects comprise each of the three age groups: 5-9, 10-12, 13-16. Subjects included in this study were judged to be progressing adequately in school, were free of significant maladjustment, and were within the average range intellectually. The study will be divided into three components: 1. Analysis and determination of baseline data. 2. Exploration of the reliability of responses given by parents. 3. Comparison of responses given by the parents of the "normal" group with responses given by the parents of children referred for psycho-educational, psychological, and psychiatric assessment, and children evaluated for classes for the mentally retarded. The B-K Checklist, developed as a result of this study will be used in a battery of tests employed in the assessment and evaluation of students. (Author)

EP730536 $10,000 Segal

The Academic Study of Religion: the Social Structure of a Discipline
INVESTIGATOR Barton, Allen H.; Ritterband, Paul
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Columbia Univ., New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 26 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 20
GRANT NE-G-00-3-0055
FY73-$10,000 27-Jun-73 TO 31-Dec-74
DESCRIPTORS *Academic Education, Higher Education, National Surveys, *Political Influences, Program Evaluation, Relevance (Education), *Religious Education, Social Environment, *Social Influences
Start Date 27 Jun 73 End Date 31 Dec 74

This is a proposed empirical study of the academic study of religion focusing on undergraduate institutions in North America. Within the framework of the sociology of science and, to a lesser degree, the sociologies of education, religion, and knowledge, the study will analyze a body of already collected survey data from departments of religion in four-year colleges and universities with the primary goal of furthering understanding of the social structure of and the social influences upon academic disciplines in general and the academic study of religion in particular. The study should additionally shed light upon the societal (including the political) factors which influence academia and the response of academic disciplines to such influences. For example, while there is a traditional association of religion and higher education in America, there is, also, a legal and traditional separation of church and state in this country. With increasing governmental participation in higher education during the last hundred years, religious studies have been particularly exposed to conflicting social pressures. (Author)

EP730611 $9,319 Beezer

The Construction of Empirically-based Data Tables for the Assessment of the Content Validity of Vocabulary Subtests.

INVESTIGATOR: Gray, Gordon Walter
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Clemson Univ., S.C.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
South Carolina Congressional District Number 3
GRANT: NE-G-00-3-0040
FY73 $9,319 27-Jun-73 TO 15-Mar-74
DESCRIPTORS: Basic Vocabulary, Elementary School Students, Reading Ability, Reading Comprehension, Standardized Tests, Teaching Guides, *Testing, Test Reliability, *Test Validity, Vocabulary Development, *Word Frequency, *Word Recognition
IDENTIFIERS: *Subtests
Start Date 27 Jun 73 End Date 15 Mar 74

The results of an extensive word count of the vocabulary of textual materials used in elementary and junior high schools were recently published. The data available from this source include word frequencies per grade (3-9) and per subject matter category (1[illegible] categories). It is proposed to utilize this information to analyze the content validity of the vocabulary subtests of all major elementary-level standardized reading tests (10 tests in all). Specifically, the intention is to construct data tables for each form and level of these tests. These tables will contain information regarding frequency and coverage (grades and subject matter areas) of the vocabulary items included in the tests. They will provide much-needed information administrative and teaching personnel who must make decisions regarding the content validity of reading tests. Results will be reported to professional organizations, publishers and the teaching profession at large. (Author)

EP730623 $10,000 Brainard

The Development of Visual and Verbal Memory.

INVESTIGATOR: Jones, Helen R.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 1
GRANT: NE-G-00-3-0135
FY73 $10,000 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: Comparative Analysis, Developmental Programs, Instructional Materials, *Material Development, *Memory, Verbal Development, *Verbal Learning, Verbal Stimuli, *Visual Learning, Visual Stimuli
Start Date 27 Jun 73 End Date 31 Aug 74

Previous investigators (Reese, 1970a; Rohwer, 1970) have suggested that visual memory does not become an effective mode of representation and storage until the child is about 5 years of age; before this time verbal memory processes are considered to be the dominant mode of representation and storage. An examination of the studies on which this hypothesis is based shows them to be inadequate for methodological reasons. Experiment 1 eliminates the confoundings of previous studies and uses a paired-associate task to investigate the relative development of visual and verbal memory in children ranging from 3 to 9 years of age. Experiment 2 examines the interrelationship of visual and verbal memory over the same age range and studies one component of visual stimuli (the interaction depicted between two items) which is hypothesized to be necessary for retention of item pairs in a paired-associate task. Implications of the findings for the construction and use of educational materials appropriate to the developmental level of the child are discussed. (Author)

EP730629 $9,932 Johnson

A Psycholinguistic Study of Vagueness.

INVESTIGATOR: Mistler-Lachman, Janet L.
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Houston Univ., Tex.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 25 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Texas Congressional District Number 22
GRANT: NE-G-00-3-0036
FY73 $8,719 27-Jun-73 TO 31-Jul-74; FY74 $1,213 01-Aug-74 TO 31-Jan-75
DESCRIPTORS: Ambiguity, *Auditory Perception, Comprehension, Memory, *Psycholinguistics, *Speech
IDENTIFIERS: *Speech Perception (Vagueness)
Start Date 27 Jun 73 End Date 31 Jan 75

Sentence vagueness has never been studied empirically. This proposal assumes that "vagueness" involves identifiable characteristics of linguistic inputs. Experiment I is designed to identify those characteristics. Sentences containing several hypothetical sources of vagueness will be rated on vagueness. An objective measure of the number of meanings a sentence may have will also be obtained to establish if rated vagueness corresponds to multiplicity of meanings. Vague utterances are not the same as ambiguous ones, but are assumed to result in a special kind of comprehension failure, with predictable effects on perception, memory, and processing speed. Experiments 2, 3 and 4 will assess the relative effects of normal, vague, and ambiguous sentences on these variables. (Author)

EP730640 $9,960 Brainard

Development of Mental Representation and Language Production in Early Childhood.

INVESTIGATOR: Nicolich, Lorraine McC.
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Rutgers, The State Univ., New Brunswick, N.J.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New Jersey Congressional District Number 15
GRANT: NE-G-00-3-0021
FY73 $9,960 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: *Behavior Patterns, *Cognitive Development, *Early Childhood, *Imitation, *Language Research, Stimulus Behavior
IDENTIFIERS: Albert Einstein Object Permance Scale
Start Date 27 Jun 73 End Date 31 Dec 74

Children will be observed monthly, from early in the single word period until multiword combinations are established. The monthly observations will consist of a 40 minute videotape record of mother and child interacting with a standard set of play objects, and administration of the Albert Einstein Object Permance Scale. The child's level of representation will be determined by his performance on the Object Scale and by the level of symbolic play demonstrated in his use of the play objects (Piaget, 1962). Because of the role of vocal and gestural imitation in bringing about mental representation (Piaget, 1962; Werner and Kaplan, 1963) it is suggested that vocal imitation may have an analogous role in language production. Imitation is considered in a cognitive framework as a process which includes internal organizing activity as a response prior to external reproduction. The child language recorded in each interaction session will be transcribed and the following variables analyzed: (a) the extent of imitation and the basis for selection of words to be imitated for each child at each time period (b) the level of representation achieved when certain language milestones, such as the production of multiword combinations, emerge for each child (c) the extent to which the children's use of imitation is consistent across representation levels and across children in the sample (Author)

EP730649 $38 450 Brainard

Study of Academic Growth Using Simplex Models.
INVESTIGATOR Werts, Charles E
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Educational Testing Service, Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington D C Office of Research National Inst of Education (DHEW) Washington, D C Basic Studies Div
New Jersey Congressional District Number 4
GRANT NE-G-00-3-0007
FY73 $38 450 01 Jul 73 TO 30 Jun 75
DESCRIPTORS *Academic Education, Computer Science, *Educational Research, Formative Evaluation, *Growth Patterns, *Measurement Goals, Psychological Studies, Relevance (Information Retrieval)
IDENTIFIERS *Simplex Models
Start Date 1 Jul 73 End Date 30 Jun 75

This proposal is a direct outgrowth of a review and synthesis of growth methodologies the principal investigator recently completed for the Office of Education (Werts and Linn, 1972; Grant No OEG-2-700033365090). By extending and applying the developments in the above synthesis, this study will test the appropriateness of simplex model procedures to the problem of specifying relationships among longitudinal measures of academic growth. Although preliminary indications from several studies are encouraging, the fit of the simplex model to academic growth data has not been tested. This is partly due to the lack of appropriate computer programs, which lack will be remedied using a procedure just devised by our consultant, Dr Karl Joreskog. After translating the simplex growth model into the format required by Joreskog's program, suitable data from previously reported educational and psychological research will be analyzed. If, as predicted, the simplex model fits these data, the substantive findings from these analyses will be of value to a large variety of studies attempting to specify the psychosocial determinants of academic growth (Author)

EP730651 $22 000 Lipman-Blumen

Modification of Female Leadership Behaviors in the Presence of Males.
INVESTIGATOR Katz, Marlaine Lockheed
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Educational Testing Service, Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington D C Office of Research National Inst of Education (DHEW) Washington, D C Women Studies Program
New Jersey Congressional District Number 4
GRANT NE-G-00-3-0103
FY73 $22 000 27 Jun 73 TO 30 Jun 74
DESCRIPTORS Behavioral Science Research, *Behavior Change, *Decision Making Skills, Game Theory, Inhibition, *Leadership Styles, Leadership Training, Microteaching, *Sex Differences, Social Attitudes, Video Tape Recordings, *Womens Studies
Start Date 27 Jun 73 End Date 30 Jun 74

There are three objectives of this study 1) to investigate whether task-oriented leadership behaviors of females differ from those of males 2) to determine experimentally whether leadership behaviors of females are modified in the presence of males, and 3) to validate a novel technique for assessing interpersonal interaction. Male and female adolescents will play two "rounds" of a decision-making board game. Half the boys and half the girls will play in same-gender four person teams during the first "round" and mixed-gender four-person teams during the second round; the remainder of the boys and girls will play the "round" in reversed order. Following the game the subjects will be randomly assigned to be students for "micro-teaching" sessions taught by teaching interns of co-operating university; classes will be balanced by sex. Videotapes of both "rounds" of the game and of the micro-teaching session will be made. Leadership behaviors will be coded, and overall activity and influence of each boy and girl measured. We will compare the behaviors of adolescents in same-gender groups with their behavior in mixed-gender groups. We will correlate students' behaviors in mixed-gender game groups with their behavior in mixed-gender simulated classroom groups. If we can identify leadership behaviors with females use in same-gender situations but do not use in mixed-gender situations, we will be able to devise programs to encourage their use and to increase effective female leadership (Author)

EP730658 $9 400 Beezer

Cross-Cultural Stability of Test Items: A Proposal for the Exploratory Development of an Index of Item Bias.
INVESTIGATOR Breland, Hunter M
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Educational Testing Service, Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Measurement and Methodology Program
New Jersey Congressional District Number 4
GRANT NE-G-00-3-0116
FY73 $9 400 27 Jun 73 TO 31 Mar 74
DESCRIPTORS Discriminant Analysis, *Evaluation, High School Students, *Item Analysis, *Test Bias, Test Interpretation, *Test Reliability, Test Validity
Start Date 27 Jun 73 End Date 31 Mar 74

This paper proposes the exploratory development of an index of item bias based on the degree to which an item demonstrates cross-cultural stability. As an initial step toward the development of such an index, a series of special item analyses, separately for each of a number of sociocultural groups, would be conducted. These analyses would be performed on a recently collected national sample of high school students involving more than 17,000 cases. The items involved consist of a broad range of item types intended for the assessment of a wide spectrum of cognitive abilities. Beyond the need for the investigation of an index of cross-cultural stability, it is also proposed that special effort is necessary to place the results of the study into the hands of ethnic scholars and disciplinarians outside the normal testing industry channels. A possible implication of this effort might be that certain types of items should be eliminated from tests because of their proclivity toward cross-cultural instability (Author)

EP730665 $18 879 Wederath

Bilingual Classrooms in a Mexican-American Community.
INVESTIGATOR Wax, Murray L
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Kansas Univ, Lawrence
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 27 Feb 73
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW) Washington, D C Multicultural Programs
Kansas Congressional District Number 3
GRANT NE-G-00-3-0131
FY73 $18,879 27 Jun 73 TO 31 Jul 74
DESCRIPTORS *Bilingual Education, *Bilingualism, Child Psychology, *Cross Cultural Studies, Curriculum Evaluation, Curriculum Research, Language Development, *Second Languages, *Sociolinguistics, Spanish Americans
IDENTIFIERS Piaget (Jean)
Start Date 27 Jun 73 End Date 31 Jul 74

While the present project may broadly be classified within the area of "Anthropology and Education", it is actually designed as an exploratory project with an interdisciplinary approach Working on the basis of daily and intimate contact with a bilingual classroom and with the research assistant living as participant observer within the community of the pupils wu propose to confront empirical data with a combination of perspectives deriving from developmental child psychology sociolinguistics cultural anthropology and sociology Our questions are large but our aspirations are modest and we have to deal with the following complexity First to relate the question of developmental concept formation in children (especially the learning of the conceptual forms of a culture) to the confrontation with a second language Second, to compare linguistically the two languages involved in order to isolate some of the problems that result from the differing structures of the first and second languages Third, to analyze second language learning in terms of the social contexts within which each language is utilized and the meanings (or definitions) of these contexts to the participants (Author)

EP730666 $9,985 Lord

Does Open Classroom Education Really Make a Difference?

INVESTIGATOR Reynolds, Robert N., And Others
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ORG TYPE State/Local Education Agency
AWARD TYPE COMP
PROPOSAL DATE 28 Feb 73
CAN NO 2500601
National Inst of Education (DHEW), Washington, D.C. Office of Programs National Inst of Education (DHEW) Washington, D.C. Program for Productivity and Technology
Pennsylvania Congressional District Number 17
GRANT NE-G-00-3-0190
FY73 $9,985 27 Jun 73 TO 30 Aug 74
DESCRIPTORS Achievement Rating, Changing Attitudes, Classroom Techniques, *Comparative Education, Controlled Environment, *Elementary Education, *Open Education, Rural Schools, Self Concept, Student Attitudes
Start Date 27 Jun 73 End Date 30 Aug 74

Purpose and Objectives Proponents of open education claim this is the way to make school a relevant, happy, exciting experience However, despite the rapid spread of open education, there is virtually no rigorous research on its effects The proposed project would be the second year of a study in elementary grades 1 through 6 to determine whether an open classroom instructional program, as compared to a traditional, self-contained classroom program, will effect significant differences in pupil self-concept, attitude toward school, achievement, teacher attitude and actual classroom practices Procedure For the second year, two similar rural elementary schools, some 15 miles apart, will be compared using open education in the one and traditional self-contained classroom instruction in the other A total of 12 teachers and approximately 300 pupils will be involved Appropriate teacher in-service will be continued at least three times during the 1973-74 school year Monthly observation will determine if program differences really exist between traditional and "open" classrooms Analysis of covariance will be used to compare attitudes and achievement as measured toward the end of the school year Expected Contribution to Education Research evidence will be obtained to see if open education really works Also an evaluation package will be refined for use by other school districts in evaluating open education (Author)

EP730669 $10,000 Pemberton

Exploratory Development of a Method to Reduce Attrition through Improved Admissions Procedures

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ORG TYPE College/University
AWARD TYPE COMP
PROPOSAL DATE 28 Feb 73
CAN NO 2500601
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW) Washington, D.C. Basic Studies Div
District of Columbia
GRANT NE-G-00-3-0137
FY73 $10,000 27 Jun 73 TO 30 Nov 74
DESCRIPTORS Affective Objectives, *College Admission, College Freshmen, Controlled Environment, *Dropout Prevention, *Educational Research, Liberal Arts, Private Colleges, *Psychological Studies, School Holding Power
IDENTIFIERS College Characteristics Index, Stern Activities Index
Start Date 27 Jun 73 End Date 30 Nov 74

This study wishes to determine the degree to which it may be possible to increase student retention in institutions of higher education by identifying, prior to admission, those applicants who will not find the campus they have chosen to be supportive of their personality needs Much study has been made in the past on cognitive and socioeconomic criteria of student success but only limited attention has been given to additional affective criteria which might increase predictions of such success Thus, this study aims, as an end product, to discover discriminant functions which provide statistical methods to predict retention of a student based on personality factors as well as socioeconomic and cognitive data Data on campus characteristics will be provided by the College Characteristics Index Personality needs will be assessed by the Stern Activities Index Both instruments report their results on the same thirty scales It is thus possible to carefully relate student and institutional characteristics and to establish situations of high and low congruence between these sets of characteristics These instruments and a questionnaire to elicit additional relevant personal student information will be administered to a random sampling of first time, full time, freshman resident students at each of eight small, private, liberal arts colleges The study will cover the period of the first academic year of this population's collegiate experience Tests for significant correlations will be made on the relationships between the dependent variable-retention and the independent variables congruence, satisfaction and academic success Multiple regression analysis will indicate the degree to which inclusion of data concerning affective student characteristics increases the predictability of retention Discriminant analysis will be utilized to formulate a prediction function on student retention (Author)

EP730694 $145,979 Yanofsky

Perception and Retention in Children's Reading

INVESTIGATOR Wicklund, David A
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ORG TYPE College/University
AWARD TYPE COMP
PROPOSAL DATE 21 Feb 73
CAN NO 2500601
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW) Washington, D.C. Essential Skills Div
Connecticut Congressional District Number 2
GRANT NE-G-00-3-0086
FY73 $145,979 27 Jun 73 TO 31 Aug 76
DESCRIPTORS Early Childhood Education, *Learning Characteristics, Memory, *Perceptual Development, Phonemics, *Reading Processes, Reading Research, *Retention
IDENTIFIERS Wide Range Achievement Test
Start Date 27 Jun 73 End Date 31 Aug 76

The proposed research treats several aspects of the basic reading process The primary aim is to discover the critical dimensions for performance of the reading skill and the developmental trends in the acquisition of this skill Our previous research suggests that the differences between good and poor (but not dyslexic) readers exist in memory processes but not in the perceptual processes involved in the visual recognition of words and letters Therefore, part of the proposed research will explore variables associated with short-term memory in an attempt to distinguish memory storage and retrieval differences between good and poor readers We will continue to study the manner in which searching for a target in a set of information encoded in memory differs from scanning for such targets visually Of particular concern here will be the differences in the efficiency of the strategies of good and poor readers to perform such tasks Since the development of the capacity to recognize and use the cues provide by the order in which letters and words appear is important to the reading task, we will concentrate several studies on this problem Experiments demanding the extraction of information from the sequence in which items are presented will involve the analysis of letter pairs, syllables, words, and sentences. Emphasis on the processes involved in word recognition by normal readers at the level of physical visual identity will continue. These studies will be particularly concerned with the differences between random and meaningful arrays. The aim here is to uncover the microprocesses involved in perceiving individual letters and combinations of letters in order to construct a perception of a word. (Author)

EP730707 $112,218 Moles

Study of Value-Oriented Education in Catholic Schools
INVESTIGATOR Greeley, Andrew
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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
National Inst. of Education (DHEW), Washington, D.C. Office of Research
Illinois Congressional District Number 1
GRANT NE-G-00-3-0181
FY73 $112,218 27-Jun-73 TO 30-Jun-75
DESCRIPTORS Alternative Schools, *Educational Programs, Educational Research, *Effective Teaching, *Evaluation, *Parochial Schools, Religious Education, *Social Change
IDENTIFIERS Career Education Program
Start Date 27 Jun 73 End Date 30 Jun 75

This proposal suggests a replication of the 1963 NORC study of the effectiveness of the value-oriented education carried out in the Roman Catholic schools in the United States. The rationale supporting this proposal is three-fold. First, Catholic education is value-oriented and as such is an excellent laboratory in which to study the effectiveness of the process. Second, since the Catholic system is the largest alternative to public education in our country, its future is a prime component in educational planning and policy-making. Third, the changes in the structure of the Catholic Church since the Vatican council make this a superb natural experiment in social change. The 1963 NORC study provides an existing baseline against which to measure these changes. The procedure for the study will duplicate the procedure used in 1963. Two thousand Catholic adults, their spouses and their adolescent children will be selected from NORC's multi-stage random sampling frame, and interviewed. The latest techniques of change analysis and path modeling will be used to analyse the data. The implications of this study are broad in their scope. At one and the same time, we will generate information useful to educational planners about the future of a key component in our educational systen, and we will generate information about the process of value-transmission and social change within our society. Perhaps most important, we will utilize a previous national study as a base for research thereby beginning the longitudinal analysis of social processes which social scientists have been recommending for so long. (Author)

EP730708 $9,750 Brainard

Social Perception and Peer Group Interaction in Infancy
INVESTIGATOR Brooks, Jeanne
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Educational Testing Service, Princeton, N.J.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New Jersey Congressional District Number 4
GRANT NE-G-00-3-0049
FY73 $9,750 01-Jun-73 TO 30-Jun-74
DESCRIPTORS Day Care Programs, *Infancy, *Infant Behavior, *Peer Groups, Peer Relationship, Perceptual Development, Social Behavior, Social Development
Start Date 1 Jun 73 End Date 30 Jun 74

The purpose of this proposal is to study two aspects of social development in infancy. First, the infant's reactions to strangers will be explored in order to define the relevant social dimensions of the infant's world. Differentiation of various persons may be influenced by social dimensions such as familiarity, age, and gender. In addition to dimensionality, the infant's specific interactions with strangers of different ages will be explored. We are specifically interested in the infant's relationships with young children and peers. Since day care is becoming increasingly more prevalent, peer group relationships, and their effect on social and cognitive development, need to be explicated. The necessity for considering the import of socioemotional as well as intellectual variables upon infants in day care has been stressed by Bronfenbrenner and Zigler. Defining the nature of peer relationships may provide some insight into socioemotional development in general and into day care in particular. (Author)

EP730714 $46,257 Beezer

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes.
INVESTIGATOR Masters, James R. And Others
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Pennsylvania State Dept. of Education, Harrisburg
ORG TYPE State - Local Education Agency
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 23 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Pennsylvania Congressional District Number 17
GRANT NE-G-00-3-0022
FY73-$46,257 01-Aug-73 TO 31-Dec-74
DESCRIPTORS *Achievement, *Classroom Techniques, *Educational Environment, Elementary School Students, Experimental Curriculum, Parent Attitudes, *Socioeconomic Status, Teacher Attitudes, Teaching Guides, Teaching Styles
IDENTIFIERS *Humanizing Learning Programs, Schools Without Failure Program
Start Date 27 Jun 73 End Date 31 Dec 74

Purposes and Objectives: The general objective of this study is to determine if significant improvement in attitudes and achievement of elementary pupils can be effected by a Schools Without Failure program. Procedures: This will be the second year of a study to accomplish the above objective. Ten elementary schools in New Castle, Pennsylvania have been paired on the basis of school size, socioeconomic status and achievement of pupils. One of each matched pair was randomly assigned to the experimental program and the other school to a traditional program. During the 1972-73 school year, teachers in the experimental schools were trained in the Schools Without Failure philosophy and techniques developed by Dr. William Glasser; teachers in the control schools used conventional approaches. During the second year (1973-74), the experimental teachers will receive additional in-service while the control teachers will receive training similar to the training the experimental teachers received the previous year. Pre- and posttesting of pupil, teacher and parent attitudes, of pupil achievement, and of classroom interaction patterns are underway in both experimental and control schools. At the end of the second year, the same attitude and achievement tests will be given. Class means of the two groups will be compared by analysis of variance and covariance. Expected Contribution to Education: In efforts to make schools happier, more success-filled places for every child, many educators have adopted the Schools Without Failure program. The proposed assessment of this program should provide information vital to program improvement not only in New Castle but also in other schools in the nation. (Author)

EP730744 $50,027 Turk

Second Language Acquisition Sequences in Children, Adolescents, and Adults.
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Education
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 27 Feb 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Essential Skills Div
Massachusetts Congressional District Number 6
GRANT NE-G-00-3-0014
FY73 $50 027 27-Jun-73 TO 01-Mar-75
DESCRIPTORS Adolescence, Adults, Cognitive Objectives, Early Childhood, English Education, *Foreign Students, Individualized Instruction, *Language Programs, *Language Research, Methods Research, *Second Language Learning, *Verbal Development
Start Date 27 Jun 73 End Date 1 Mar 75

The purpose of this project is to make a preliminary investigation of the processes of second language acquisition by children, adolescents and adults, and to develop a methodology appropriate to the study of second language learning. In the development of the methodology, applicable techniques from first language acquisition research will be incorporated and new techniques appropriate specifically to second language acquisition will be devised. We will examine the acquisition of English by six Spanish speaking subjects over a ten month period. We will use two subjects at each of three target ages 4-6, 11-14 and 18-25. Each subject will be visited every other week and speech samples will be recorded in three situations: spontaneous speech recordings, experimental elicitation situations and preplanned socio-linguistic interactions. Our subjects will be "free" second language learners with only a minimal amount of prior or current instruction in English. Thus they will be acquiring their second language mainly by exposure to the English speaking environment. The results of this research will speak to the questions of the difference between first and second language acquisition and the differences between child, adolescent and adult second language acquisition. In addition, the learning sequences which the subjects evidence will provide preliminary data which can be used for the construction of English as a second language teaching materials based on natural second language learning. (Author)

EP730825 $69 968 Rist

The Importance of Urban-Rural Differences in American Schooling, 1850-1890
INVESTIGATOR Kaestle, Carl F
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Wisconsin Univ , Madison
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Policy Studies Div
Wisconsin Congressional District Number 2
GRANT NE-G-00-3-0068
FY73 $69 968 01-Sep-73 TO 31-Aug-76
DESCRIPTORS Education, *Educational History, *Historical Reviews, *Rural Education, Rural Environment, *Urban Education, Urban Environment
IDENTIFIERS Massachusetts (1850 to 1890)
Start Date 1 Sep 73 End Date 31 Aug 76

This project will collect and analyze data on urban-rural differences in schooling in Massachusetts from 1850 to 1890 and assess whether the urban-rural dichotomy is a useful concept in the history of education. Using cross-tabulation and multivariate analysis of both aggregate data from school reports and individual data from federal census manuscripts, the research will define the relationships between schooling patterns (for example, overall enrollment, age structure, expenditures) and population size, region, industrial development, ethnicity and other factors. The project will include detailed profiles of educational development, qualitative as well as quantitative, in three demographically different localities during this period of urbanization, for example, a large coastal city, a smaller industrial city, and a western agricultural county. Historians, social scientists and critics of public schooling have recently emphasized the importance of urbanization in shaping our school systems. This research is intended to anatomize the relationship between urbanization and education, giving more specific definition to accompanying developments like immigration and industrialization. It should open up new lines of interpretation about the evolution of schools in America and contribute to our understanding of present problems. (Author)

EP730826 $9 197 Goebel

Is There a Separate Visual Iconic Memory System?
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE Feb 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Basic Studies Div
Indiana Congressional District Number 7
GRANT NE-G-00-3-0107
FY73 $9 197 27-Jun-73 TO 31-Aug-74
DESCRIPTORS Audiovisual Aids, Learning Theories, Material Development, *Memory, *Pictorial Stimuli, Verbal Learning, *Verbal Stimuli, Visual Perception
IDENTIFIERS *Iconic Memory System
Start Date 27 Jun 73 End Date 31 Aug 74

How do people learn from pictures? Current models of human memory provide conflicting points of view. Critical differences center upon the role of verbal processes in pictorial learning and in the inclusion or exclusion of a visual iconic system which can operate independently of the verbal symbolic system. The proposed research is designed to provide evidence which would lend support to or tend to disconfirm the existence of a separate nonverbal memory system. Research on verbal learning has frequently employed techniques which tie up the verbal system by preventing rehearsal of verbal material. The technique of shadowing (repeating aloud auditory verbal information) has been widely used in verbal learning research but has not been applied to the study of pictorial learning. If subjects can learn from pictures but not printed words while the verbal system is occupied in shadowing auditory verbal material, support for the existence of a separate visual iconic memory system would be provided. Such evidence would also suggest that theories of learning from audiovisual presentations which feature channel switching mechanisms would require modification, and hold practical implications for the design of audiovisual teaching materials. (Author)

EP730827 $120 916 Spady

A Comparative Study of Structures of Control in Systems of Higher Education
INVESTIGATOR Clark, Burton R
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Yale Univ , New Haven, Conn
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 9 Feb 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Basic Studies Div
Connecticut Congressional District Number 3
GRANT NE-G-00-3-0177
FY73 $120 916 27-Jun-73 TO 31-Aug-76
DESCRIPTORS *Comparative Analysis, Cross Cultural Studies, Economic Factors, *Foreign Countries, *Higher Education, National Surveys, Organization, *Organizational Change, Political Influences
IDENTIFIERS *Control Patterns
Start Date 27 Jun 73 End Date 31 Aug 76

The research covered in this proposal is a near-final phase in a long-term endeavor to examine the dominant patterns of control in some major national systems of higher education and to understand how change is conditioned by those patterns. The analytical framework of the research draws on conceptions of interorganizational relations, a branch of organizational theory, and on certain political and economic conceptions of how action is concerted in large social systems. The earlier research involved intensive investigation by the senior investigator and three assistants in France, Italy, Turkey, and Japan. Quasi-formal as well as formal structures were examined. Data were obtained through inter views with persons in strategic positions in education and government departments, examination of organizational records and public documents, and questionnaires. The next phase of research will continue the intensive fieldwork in foreign countries, tentatively Great Britain and Germany. It will also seek to develop comparative data on structures of control. It will thirdly and finally involve the preparation of a major comparative statement by the senior investigator. That statement should have practical importance in helping government officials, educators, and laymen to understand how national systems of higher education operate and change. (Author)

EP730852 $9,990 Pemberton

A Cross-National Survey of the Role of Schools as Agents of National and International Political Learning

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ORG TYPE College/University
AWARD TYPE COMP PROPOSAL DATE 27 Feb 73
CAN NO 2500601
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Delaware Congressional District Number 1, At Large
GRANT NE-G-00-3-0041
FY73 $9,990 27 Jun 73 TO 31 Dec 74
DESCRIPTORS Comparative Analysis, Cross Cultural Studies, Curriculum Design, Foreign Relations, Nationalism, *National Surveys, *Political Socialization, Relevance (Education), *School Role, *Secondary Education
IDENTIFIERS Great Britain
Start Date 27 Jun 73 End Date 31 Dec 74

The focus of this investigation is to study the role of secondary schools as agents of pre-adult learning about national and international politics. The organizational structure of the research assumes that (1) schools may be treated as political systems, (2) the spectrum of political learning and behavior of young people includes elements of international as well as national politics. Specifically, this research seeks to advance the comparative, cross-cultural study of the influence of schools on the political attitudes, beliefs and behavior of young people. The analysis will be based on data already collected from national samples of young people in Great Britain and the United States. The study will be pertinent to curriculum development and educational planning. It seeks (1) to assess the impact of various educational environments and curriculum content on pre-adult political learning and (2) to isolate the specific influence of the school relative to the larger societal setting of schools on the development of pre-adult political orientations and behavior. (Author)

EP730869 $39,348 Moles

The Attribution of Emotion: Experimental, Semantic, and Sociocultural Analyses

INVESTIGATOR Averill, James R.
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Massachusetts Univ., Amherst
ORG TYPE College/University
AWARD TYPE COMP PROPOSAL DATE 23 Feb 73
CAN NO 2500601
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Massachusetts Congressional District Number 1
GRANT NE-G-00-3-0139
FY73 $39,348 27 Jun 73 TO 30 Jun 75
DESCRIPTORS *Behavior Patterns, Cross Cultural Studies, *Emotional Response, *Psychological Patterns, *Psychological Studies, *Semantics
Start Date 27 Jun 73 End Date 30 Jun 75

This proposal describes a program of empirical and theoretical research into the cognitive mediation of em[illegible] The particular concern is with the attribution of emotio[illegible] the personal and social bases for the classification [illegible] response as emotional. The research has three aspects [illegible] of which attacks the same problem but at a progress[illegible]ly more general level of analysis. The first aspect consists of a series of laboratory experiments designed to investigate the self-attribution of emotion. It is assumed that the self-attribution of emotion is, in part, an interpretation of one's own behavior, an interpretation based in part on response outcome. Specifically since the classification of a response as emotional entails diminished responsibility, it is hypothesized that behavior which leads to unfavorable consequences (e.g., failure) should more readily be classified as emotional than behavior which leads to favorable consequences (e.g., success). The second aspect of the proposed research involves semantic analyses of emotional concepts. If the attribution of emotion involves diminished responsibility and if responsibility is more readily abnegated when outcomes are unfavorable than favorable (cf. phase one of the proposed research), then there should be fewer concepts in ordinary language for positive than negative emotions. Two types of semantic analyses are proposed to investigate this and other hypotheses: (a) the construction of a semantic atlas consisting of a near exhaustive list of emotional concepts in the English language, each concept being rated along the dimensions of affective meaning proposed by Osgood, namely, evaluation, activity, and potency; and (b) multi-dimensional analyses designed to explore the denotative meaning of a limited but representative sample of emotional concepts. The final aspect of the proposed research consists of a review of the cross-cultural literature on emotion and related phenomena, and an integration of these data into a theoretical analysis of the sociocultural determinants of emotion. (Author)

EP730887 $9,900 Otte

The Conversion of Found Space for Educational Use

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No Affiliation
ORG TYPE Individual
AWARD TYPE COMP PROPOSAL DATE 27 Feb 73
CAN NO 2500601
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
New York Congressional District Number 20
GRANT NE-G-00-3-0061
FY73 $9,900 27 Jun 73 TO 31 May 74
DESCRIPTORS *Building Conversion, Cost Effectiveness, Educational Finance, Educational Planning, Enrollment Rate, Evaluation Criteria, *Facility Utilization Research, Flexible Facilities
IDENTIFIERS New York
Start Date 27 Jun 73 End Date 31 May 74

Diverse problems regarding educational facilities such as cost, enrollment, land use, curricular and space pressures have led educators to seek alternatives to the acquisition of school space through building new schools. The conversion of found space, that is converting buildings not originally intended for school use - eg, factories, warehouses, storefronts - is one alternative that is currently gaining increased attention. It is not clear, however, whether converting found space is an advantageous method to acquire school space. It is, therefore, the purpose of this study to examine the experience to date in found space conversion for school use in order to establish evaluative criteria and a framework of guidelines for approaching this alternative. The viability and limitations of found space renovation, particularly as regards its cost, financing, acquisition time (or speed), flexibility for enrollment fluctuations, compatibility with educational programs and potential for educational program innovations will be examined. (Author)

EP730912 $9,911 Moles

Assessment of Altruism and Cooperation in Children

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ORG TYPE College/University
AWARD TYPE COMP PROPOSAL DATE 73
CAN NO 2500601
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW),

Washington, D.C. Basic Studies Div.
Hawaii Congressional District Number 1, At Large
GRANT: NE-G-00-3-0097
FY73 $9,911 27-Jun-73 TO 30-Jun-75
DESCRIPTORS: Childhood, *Measurement Instruments, *Measurement Techniques, *Moral Values, Program Evaluation, *Social Behavior, *Test Validity
IDENTIFIERS: Honesty, *Prosocial Acts
Start Date: 27 Jun 73 End Date: 30 Jun 75

The objective of the present study is the development and preliminary validation of a set of situational measures for use by researchers interested in such training programs, as well as in the measurement of individual differences in these domains. Due to the complexity of altruism and cooperation, two measures will be constructed for each of four components of altruism—donating, sharing, helping, and rescuing—and one major facet of cooperation. The use of contrived "real-life" situations is proposed because measurement of actual overt behaviors should yield more valid data than would more traditional, verbally-oriented techniques, such as teacher and peer ratings or self-report. Preliminary versions of the situational tests will be selected from among laboratory paradigms that have been used to investigate altruism and cooperation. Each measure will then be refined or eliminated by administering it to small numbers of subjects. Subsequently, the two best measures of each construct will be administered and later re-administered to a larger sample of children. Data gathered from these two administrations, as well as from simple teacher ratings collected concurrently, will be used in establishing test-retest reliability and preliminary construct validity of the measures. (Author)

EP730925 $9,833 Brainard

Early Logical Thought: Origins in Patterns of Action.
INVESTIGATOR: Forman, George E.
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Massachuse[illegible]v., Amherst
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Massachusetts Congressional District Number 1
GRANT: NE-G-00-3-0051
FY73 $9,833 01-Jul-73 TO 31-Aug-74
DESCRIPTORS: Action Research, Film Study, *Infancy, *Infant Behavior, *Logical Thinking, *Manual Communication, Thought Processes
Start Date: 1 Jul 73 End Date: 31 May 75

The hypothesis is advanced that logical thought develops from early manual action patterns. More specifically, the logical concept of equivalence (A is similar to, yet different from, A') receives an early developmental start due to the symmetrical structure of bilateral actions in the first year of life. These action patterns change across the next several years and provide a reference system for a more formal and symbolic comprehension of logical relations. Children from nine months to twenty-eight months will be filmed at four frames per second as they manipulate both similar and dissimilar material. These children will return at four and eight months after the first testing. Film records will be coded for action patterns and content of action. Coded patterns per age level will be statistically compared (tests of trend) to a developmental sequence of action patterns predicted by the theory. Assuming that the developmental stages are confirmed, this sequence can then become both a diagnostic device for early educators and a guide for curriculum development. The most immediate curriculum application would be to design materials and games which optimize exercise of the action patterns deemed significant in the development of basic logical concepts. (Author)

EP730928 $10,000 Viehoever

Social Science Research Institutes in the Quality American University.
INVESTIGATOR: Rudolph, Lloyd; Totman, Theodore L.
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Chicago Univ., Ill.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Illinois Congressional District Number 1
GRANT: NE-G-00-3-0024
FY73 $10,000 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: Behavioral Science Research, Educational Attitudes, Institutional Research, Organizational Change, *Social Sciences, Use Studies
Start Date: 27 Jun 73 End Date: 31 Aug 74

This study is organized around two of the several questions central to the recent debate on the uses of the university in American society. (1) What changes have been wrought and what has been preserved in traditional "uses of the university" by the recent interest in applied social science and the institutional order which sustains it? (2) What constellation of scholars, scientists, university leaders, and laymen representing social interests, sets directions in those parts of the university housing the applied social sciences, and through what institutional arrangements? The study will attempt to evaluate three main over-all perspectives developed in response to these questions. The historical framework and primarily empirical basis for consideration of these questions will be provided by case studies of eighteen social science research institutes devoted to international/area studies, urban studies, and policy sciences—in six quality American universities—Harvard, Yale, University of Chicago, University of Wisconsin, Northwestern, and the University of California at Berkeley. The evaluation of quantitative extent and patterning of this development in the quality component of the university system will be based on analysis of material collected in a document survey of fifteen universities, and on secondary analysis of material collected by the Behavioral and Social Sciences Survey. Historical and contemporary institutional contexts will be assessed through supplementary documentary research. (Author)

EP730971 $9,493 Segal

The Validity and Use of a University Wide Program of Student Evaluations of Teaching.
INVESTIGATOR: Roth, Richard F.
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Eastern Michigan Univ., Ypsilanti
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Michigan Congressional District Number 2
GRANT: NE-G-00-3-0095
FY73 $9,493 01-Sep-73 TO 31-Aug-74
DESCRIPTORS: *Effective Teaching, School Surveys, Student Attitudes, Student College Relationship, *Student Reaction, *Student Teacher Relationship, Teacher Behavior, *Teacher Evaluation, *Teaching Methods
Start Date: 1 Sep 73 End Date: 31 Aug 74

The purpose of this study is to assess the validity, use and potential usefulness of a university wide program of student evaluations of teaching. Surveys and the format of evaluation summaries will be designed to facilitate, and hopefully, to increase the constructive utilization of the evaluations by students, faculty, and administrators. These studies will be conducted in the context of a university-wide program of student evaluations of teaching whose reliability and validity are just being established. The use and potential usefulness will be determined from surveys of faculty, students, and administrators. By designing our validity surveys with a format parallel to that in which the results of student evaluations will be returned to faculty members, we hope to get the data we need for validity studies and at the same time motivate instructors to compare student ratings with their own self-ratings. Finally, we will develop procedures and safeguards for the fair utilization of student evaluations of teaching in considerations of promotions, tenure and merit pay. (Author)

EP730979 $100,000 Harahan

Teacher, Child, Parent Interviews as Sources of Program Evaluation.
INVESTIGATOR Perrone, Vito
ADDRESS Center for Learning, Grand Forks, N. Dakota 58201 (701)777-2861-2864
North Dakota Univ., Grand Forks
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
North Dakota Congressional District Number 1
GRANT NE-G-00-3-0160
FY73 $100,000 27 Jun 73 TO 30 Jun 76
DESCRIPTORS *Classroom Environment, Community Involvement, Early Childhood, Educational Programs, Enrichment Activities, Flexible Classrooms, Individual Activities, *Interviews, *Parent School Relationship, *Program Evaluation
IDENTIFIERS New Classrooms
Start Date 27 Jun 73 End Date 30 Jun 76

This proposal describes a research evaluation effort designed to obtain data related to the teacher's, children's and parent's activities and perceptions of open education. A research methodology designed to provide more rapid feedback of the research data to the teachers and parents will also be tested. In addition, the proposal calls for the design and evaluation of a staff development model utilizing the research instruments and the data collected. Basically, the proposal builds on the experiences and outcomes of the 1971-1972 New School research/evaluation project which addressed itself to the impact of the New School's alternative teacher preparation program upon prospective and experienced teachers, children and parents. We feel that this proposal represents a fresh approach to the evaluation of more open forms of education in that it takes its base from the recent sociological literature on complex organizations and studies the diffusion of open education as an educational innovation. Briefly stated, the procedures followed in this proposal make use of four basic instruments developed and tested during the 1971-1972 New School research/evaluation project. These instruments are the Mail Questionnaire, the Children's Interview, the Teacher's Interview and the Parent's Interview. The statistical analyses proposed are descriptive statistics, Pearson product-moment correlations, and multiple regression analysis. We believe, given the paucity of such research/evaluation efforts in American education, that our methodology and design could be a basic contribution to teacher education institutions and their clients. (Author)

EP731004 $9,901 Beezer

Evaluation of Methods for Scoring a Test of Children's Grammatical Performance.
INVESTIGATOR Montgomery, Allen A
ADDRESS Dept. of Audiology and Speech Sciences, Purdue Univ., West Layfayette, Ind. 47907 (317)494-8006
Purdue Research Foundation, Lafayette, Ind.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 26 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
National Inst. of Education (DHEW), Washington, D.C. Office of Research
Indiana Congressional District Number 2
GRANT NE-G-00-3-0064
FY73 $9,901 27 Jun 73 TO 30 Nov 74
DESCRIPTORS Early Childhood, *Evaluation, Kindergarten Children, *Language Development, Retarded Speech Development, Speech Evaluation, *Speech Tests, Syntax
Start Date 27 Jun 73 End Date 30 Nov 74

The purpose of the proposed study is to provide the basis for developing an easily scored, sensitive test of a kindergarten child's mastery of oral language (syntax and morphology). The test is already in the initial stages of development, and is based upon established techniques for assessing syntax. The study is primarily concerned with establishing a reliable and meaningful scoring method, amenable to machine scoring, which would provide both screening and diagnostic information for therapists and educators of language-impaired children. The rationale, essentially, is that carefully selected utterances obtained from a child through elicited imitation can be analyzed to reveal normalcy and varying levels of language delay which accurately reflects the child's linguistic production in everyday conversational speech. The study, of course, has implications for the selection and treatment of children in school-age language programs. In addition, the process of evaluating the subject's responses, a vital part of the study, has considerable potential for revealing basic information about the acquisition of syntactic structures and their usage in children's speech. Such information, if available, would be useful in diverse areas such as preparation of materials for speech improvement lessons and development of content in reading readiness programs. (Author)

EP731010 $138,382 Yanofsky

A Developmental Study of the Retention of Narrative Material.
INVESTIGATOR Zimiles, Herbert
ADDRESS Research Division, 610 West 112th St., N.Y., N.Y. 10025 (212)663-7200
Bank Street Coll. of Education, New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 23
GRANT NE-G-00-3-0027
FY73 $138,382 27 Jun 73 TO 28 Feb 75
DESCRIPTORS Autoinstructional Methods, Communication Skills, *Elementary School Students, Individualized Instruction, *Listening Comprehension, *Narration, Phonotape Recordings, *Retention, Sex Differences
Start Date 27 Jun 73 End Date 28 Feb 75

This study is concerned with the assimilation and retention of narrative material. It examines children's retention as a function of sex, length of interval since original learning, the effect of immediate retelling on later recall, match or non-match between sex of subject and sex of main character of story. The procedure involves having a child listen to the tape recording of a story in an individually administered session and having him retell the story after a time interval. A series of questions will be used to test the limits of recall. In all, 576 children ranging in age from 6-8 years will be individually studied. The data will be analyzed in quantitative terms, to assess the amount of detail remembered, and qualitatively, to assess types of errors, variation in emphasis and styles of communication. (Author)

EP731023 $95,959 Thompson

Social Organization of the High School.
INVESTIGATOR Ianni, Francis A. J.
ADDRESS Teachers College, 525 West 120th St., N.Y., N.Y. 10027 (212)870-4016
Columbia Univ., New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
New York Congressional District Number 5
GRANT NE-G-00-3-0079
FY73 $95,959 27 Jun 73 TO 28 Feb 75
DESCRIPTORS Behavioral Science Research, *Group Behavior, *Peer Groups, Role Theory, *Secondary School Students, Social Behavior, Social Environment, *Social Organizations, *Social Systems, Social Values, Student Teacher Relationship
Start Date 27 Jun 73 End Date 28 Feb 75

Within the common culture of the high school, there are

(1) two distinct peer-mediated social systems exist–one for the adult (teacher, administrator) and one for the child (student), (2) that the values and behaviors particular to each of these systems are to some extent generation and role bound, (3) that there are in every high school at least two sets of values and norms and so at least two implicit codes of behavior, and (4) the dissonance between the two is at the heart of the failure of our high schools. The central question of our research is: What is the optimal social organization for the high school, and which cross-age socialization structures may be established to best facilitate mediation of adult and student cultures. We are using a number of techniques: participant observation, critical incident analysis, network charting, life histories, and the use of students as data gatherers. This proposal is for a second year of fieldwork in the three high schools to complete ethnographic reports on each school through comparative analysis of the three schools developed (1) a model of the social organization of an ideal-typical high school, (2) a taxonomy of social organization concepts, (3) a set of methods for extending the study of social organization in schools and (4) a preliminary set of training materials on social organization for educational researchers and administrators. (Author)

EP731104 $9,957 Pemberton

The "Gatekeeper" Role in Educational Journal Publishing.

INVESTIGATOR: Silverman, Robert J.; Collins, Erik L.
ADDRESS: College of Education, 353 E Arps Hall, 1945 N High St., Columbus, Ohio 43210, (614) 422-6243
Ohio State Univ., Columbus
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Ohio Congressional District Number: 15
GRANT: NE-G-00-3-0050
FY73-$9,957 27-Jun-73 TO 30-Nov-74
DESCRIPTORS: *Communications, Data Collection, Decision Making, *Educational Research, *Field Studies, Information Dissemination, Periodicals, *Publishing Industry, Questionnaires, *Scholarly Journals, Surveys
Start Date 27 Jun 73 End Date 30 Nov 74

This research, based on the assumption that a field of study and application is grounded in formal and informal communication processes, focuses on the gatekeeper role in educational journals. The research has two objectives: to gather and interpret data focusing on the personal, professional and ideological characteristics of editors and editorial board members in education journals, and to determine decision rules associated with the solicitation, refereeing, acceptance, rejection and publishing of materials in education journals. This research will be conducted in two major phases. The first will be a field survey, through a questionnaire, of individuals identified as being officially connected with the publication of scholarly journals in education in an editorial capacity, in which demographic and professional characteristics will be collected and interpreted. The second phase will be an analysis, through on-site studies, of decision-making processes gatekeepers go through in deciding what materials to disseminate to the field. This study will provide greater understanding and give visibility to processes which consume a great deal of energy among colleagues in education; it will legitimize discussions concerning the generation, dissemination, and utilization of communication, and will allow for more effective articulation between gatekeepers and potential authors. (Author)

EP731154 $12,000 Pemberton

An Experimental Program for Teaching High Speed Word Recognition and Comprehension Skills.

INVESTIGATOR: Dahl, Patricia
ADDRESS: Bloomington Public Schools, 8201 Fourth Ave South, Bloomington, Minnesota 55420, (612)884-4077
Bloomington Public Schools, Minn.
ORG TYPE: State /Local Education Agency
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 22 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Minnesota Congressional District Number: 3
GRANT: NE-G-00-3-0121
FY73-$12,000 27-Jun-73 TO 31-Oct-74
DESCRIPTORS: *Context Clues, *Decoding (Reading), Elementary School Students, Reading Comprehension, Reading Development, *Reading Research, *Speed Reading, Word Recognition
Start Date 27 Jun 73 End Date 31 Oct 74

This research proposes to operationalize a method for teaching high speed word recognition and automaticity in decoding. At the present time reading methods tend to focus on initial skills. We lack a method which trains more sophisticated decoding strategies. The method which is being proposed has been pilot tested with excellent results. The product of the research will be educationally relevant in the sense that the techniques and skills which will be developed can be used in the classroom with a broad spectrum of students. A 2 x 2 factorial design will be used with students reading at the 2nd level who will be randomly assigned to one of four treatment groups. The first experimental factor consists of the use of context as an aid in high speed decoding. The second factor consists of training the student so that he is so automatic in his decoding that his attention may be directed at extracting meaning from the passage. (Author)

EP731169 $53,000 Guthrie

A Study of Young Black Children's Receptive and Productive Language and Reading Competence in Standard English Grammatical Forms.

INVESTIGATOR: Jaggar, Angela M.; Cullinan, Bernice E.
ADDRESS: School of Education, New York, N.Y. 10003, 598-2991
New York Univ., N.Y. School of Education
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number: 18
GRANT: NE-G-00-3-0168
FY73-$53,000 27-Jun-73 TO 28-Feb-75
DESCRIPTORS: Childhood, Comprehension Development, Cultural Context, *Dialect Studies, Disadvantaged Environment, Early Childhood, Educational Objectives, Elementary School Students, English Curriculum, *Language Research, Lower Class, *Negro Students, *Reading Development, Speech Evaluation, Traditional Grammar, *Verbal Development, Verbs
Start Date 27 Jun 73 End Date 28 Feb 75

The purpose of this study is to examine subjects' performance on four language tasks, oral comprehension, oral production, oral reading and reading comprehension, in order to obtain information about young black children's receptive and productive competence in standard English grammatical forms, specifically standard English verb forms. Several investigators have proposed that the failure of many black children to learn to read is directly related to the fact that his native dialect interfers in learning to read standard English. Alternately, it has been proposed that success in learning to read standard English is dependent upon the black child's receptive and productive competence in standard English. However, the degree to which success in reading standard English is a function of both receptive and productive competence in standard English is still undetermined. Subjects will be 150 lower socioeconomic black children, 50 at each of three grade levels–kindergarten, one and two. Twenty-four sentences will be constructed for twelve grammatical contrasts in verb structures known to have dialect variation from standard English. Two sentences per grammatical structure will be used to test the two receptive and the two productive language competencies. Children's responses on the 24 sentences in the four language tasks will be used to describe and relate the children's standard English competencies in the four language abilities. The findings should provide information about the relations among receptive and productive competence in standard English in children of varying school age. The results will provide a basis for focusing on critical behaviors in the development of language and reading programs for black children. (Author)

PROJECT RESUMES

EP731190 $199,849 Engel

Harvard Project Zero: Analysis and Training of Processes and Component Skills in the Arts.

INVESTIGATOR Perkins, David; Gardner, Howard
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Harvard Univ, Cambridge, Mass
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Massachusetts Congressional District Number 8
GRANT NE-G-00-3-0169
FY73 $199,849 27-Jun-73 TO 14-Sep-76
DESCRIPTORS *Aesthetic Education, Classification, Conferences, Data Collection, Discrimination Learning, *Educational Practice, Information Dissemination, *Interdisciplinary Approach, Models, Objectives, Poetry, Program Evaluation, Research
IDENTIFIERS *Project Zero
Start Date 27 Jun 73 End Date 14 Sep 76

Project Zero is an interdisciplinary basic research program investigating cognitive symbolic capacities, particularly those figuring prominently in artistic activity. Improved educational practices in aesthetic perception and production have been the principal goal of the Project since its inception. Though education for the sciences has commenced to benefit from an understanding of the processes involved in achieving solutions, research in the arts has seldom examined the crucial period between posing of problems and completion of artistic products. Project Zero seeks support to complete a research program now underway on the processes involved in proficient artistic effort and the component skills contributing to a total effort. Specifically, the proposed research includes 1) construction of detailed process models of two prototypical artistic activities — writing a poem and making a drawing, based on in-depth examinations of novices and skilled professionals, 2) analysis of the development and mastery of style perception and metaphoric thinking, two components central to all art forms, and 3) completion of a classification system for human symbolic activities which illuminates differences and commonalities between the arts and the sciences, as well as developmental trends and neurological findings. Based on these studies, efforts to train skill in artistic process, stylistic discrimination and metaphoric capacities will be undertaken. Besides this specific program, Project Zero will continue to serve as a collaborative center for research in the arts and symbolic activities, including such efforts as evaluation of arts programs, training of students, arranging of conferences, and dissemination of findings through technical reports. (Author)

EP731235 $9,957 Ribach

Comparison of the Effectiveness of Six Models in Forecasting the Student Demand on Academic Departments.

INVESTIGATOR Blake, R John, And Others
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Utah Univ, Salt Lake City
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Utah Congressional District Number 2
GRANT NE-G-00-3-0073
FY73 $9,957 27-Jun-73 TO 31-Mar-75
DESCRIPTORS *Budgeting, Comparative Analysis, *Enrollment Projections, *Higher Education, Planning, *Predictor Variables
IDENTIFIERS Markov Model, Ratio Model, Regression Model
Start Date 27 Jun 73 End Date 31 Mar 75

One of the basic inputs to budgeting, long range planning and scheduling is an accurate prediction of each department's student load by level, since costs per student vary widely by department and by level. Due to many factors, including varying economic and political conditions as well as changing student expectations and judgements regarding career opportunities, the forecasting of enrollment by department is becoming increasingly difficult. This is occurring at a time when budgeting constraints in both the long and short run are demanding more accuracy. Many attempts have been made to forecast student enrollments at institutions of higher education over the years, and each new one adds a new dimension of sophistication and complexity. However, a recent study comparing five methods for projecting enrollment concluded that "simple and straightforward projection models would appear to be just as useful as complex and sophisticated models." The study will compare the accuracy of the forecast of student load by level on academic departments using three basic methods - ratio model, regression model and Markov model. In addition, the study will investigate the value of combining expert judgement with the mathematical models in making the student demand forecast. The study will help institutions determine whether the cost of increased complexity of the forecasting model is compensated for by an increase in the accuracy of the student forecast. (Author)

EP731257 $9,981 Goebel

The Modification of Listening Behavior of Foreign Language Students Through the Application of Successive Approximations of Studio Presentation Stimuli.

INVESTIGATOR Littell, Katherine M.; Moore, J William
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Bucknell Univ, Lewisburg, Pa
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 27 Feb 73
National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Pennsylvania Congressional District Number 17
GRANT NE-G-00-3-0125
FY73 $9,981 27-Jun-73 TO 31-Aug-74
DESCRIPTORS *Autoinstructional Methods, Language Experience Approach, *Language Programs, *Language Research, *Listening Comprehension, Native Speakers, Phonotape Recordings, *Second Language Learning
IDENTIFIERS Compressed Speech Equipment
Start Date 27 Jun 73 End Date 31 Aug 74

It has been observed by many foreign language teachers that student performance as a function of instructional audio tapes of the language prepared by native speakers does not result in anticipated fluency in listening comprehension. In most cases, the standard audio tape system appears to be relatively ineffective even after repeated listening experiences. One explanation for this observation is that, since most tapes are made by native speakers, the foreign pronunciation and intonation interfere with listening comprehension. Another explanation is that the rate of speaking is greater than the rate of comprehension resulting in cognitive overloading. If listening comprehension is affected by the speaker's intonation, pronunciation and rate of presentation, it would seem reasonable to conclude that the rate of comprehension of foreign language materials can be systematically increased by (a) establishing a base level rate of listening comprehension, (b) systematically increasing the rate of speech until the students reach the native speaker level of comprehension, and (c) assessing and controlling more precisely the role of native speaker pronunciation and intonation in foreign language instruction as it interacts with speeds of presentation. To test the above explanation, 96 middle school German students will be randomly assigned to one of 12 treatment groups. The dimensions of the treatment groups will be 3 rates of presentation: normal, slow, and increasing intervals. Each of these three dimensions will be presented by either a native or an American speaker's voice. The design will also make provisions for parcelling out the effects of sex and overlearning. Variation in the rate of presentation will be made possible through the use of compressed speech equipment. (Author)

EP731264 $85,421 Falk

Education and Social Structure: An Historical Study of Iowa.

INVESTIGATOR Jensen, Richard
ADDRESS Family History Program, 1560 N Sandburg, Chicago, Illinois 60610 (312)649-1224
Newberry Library, Chicago, Ill Committee on the Study of History

ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Illinois Congressional District Number 9.
GRANT: NE-G-00-3-0067
FY73-$85,421 27-Jun-73 TO 31-Aug-75
DESCRIPTORS: Census Figures, Economic Education, *Educational History, *Historical Reviews, *Library Research, *Social Systems, Socioeconomic Influences
IDENTIFIERS: Iowa state census of 1925
Start Date: 27 Jun 73 End Date: 31 Aug 75

This project will use the very rich Iowa state census of 1925, together with the state census of 1915, earlier censuses, and vital records, to help fill that void. Samples of 4000 families in 1925, and 1000 in 1915, will be used to discover the distribution of educational attainment according to age, ethnicity, religion, family size, occupation, income, wealth, and community type. In addition, multiple regression methods will be employed to estimate the importance of education (and other variables) in determining income, wealth, and socio-economic status. The intercorrelations of variables will be used to estimate the historic path equations for SES according to the methods of Blau and Duncan, American Occupational Structure (1967). (Author)

EP731266 $9,992 Carol

Educational Technology, Organizational Structure, and Teacher Perceptions of Effectiveness.
INVESTIGATOR: Harkin, Roy E.
ADDRESS: School of Education, 103 Peabody Hall, Chapel Hill, North Carolina 27514, (919) 933-1691
North Carolina Univ., Chapel Hill
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
North Carolina Congressional District Number 2
GRANT: NE-G-00-3-0038
FY73-$9,992 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: *Data Collection, *Educational Research, *Educational Technology, *English Education, *High Schools, Individualized Instruction, School Organization, Secondary Education, Statistical Studies
Start Date: 27 Jun 73 End Date: 31 Dec 74

This study will investigate relations among educational technology, work group structure, and organizational outcomes in high schools. The basic theoretical framework is derived primarily from the work of Woodward (1965) and Perrow (1967, 1971). Briefly stated, the perspective advanced by these theorists proposes that the nature of technological demands confronting an organization determines the type of structure required to accommodate those demands. Moreover, organizations are successful to the extent that technological-structural consonance exists. The work of Perrow (1967, 1971) specifies relations between technological and structural characteristics from which the research questions of this study are derived. The unit of analysis will be the high school English department. It would clearly be desirable to include all sub-units of a sample of high schools in the study, however, resource limitations and the required methodology necessitate the more narrow focus. English departments are chosen because they tend to be one of the larger sub-units of the high school and they provide services, in most cases, for the entire student population and as a result are subject to the entire complex of forces acting upon the instructional programs. Data will be collected from each department of high school with respect to three major constructs: (1) technology, (2) work group structure, and (3) teacher perceptions of organizational effectiveness. In addition, ancillary data will be collected regarding organizational and community environment. (Author)

EP731307 $9,741 Lord

An Exploratory Study to Isolate Factors which Facilitate and Impede Information Transfer and Materials Development within the Open University.
INVESTIGATOR: Eggertsen, Claude A.; Shaw, R. Bruce
ADDRESS: School of Educ., Ann Arbor, Mich. 48108, (313)764-2560
Michigan Univ., Ann Arbor
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Michigan Congressional District Number 2
GRANT: NE-G-00-3-0030
FY73-$9,741 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: *Communication (Thought Transfer), *Curriculum Evaluation, *External Degree Programs, Feedback, Information Sources, *Information Utilization, Material Development, *Student College Relationship, *Student Role
IDENTIFIERS: England, *Open University
Start Date: 27 Jun 73 End Date: 31 Dec 74

This twelve month study calls for the investigation of the information transfer between university level course materials developers, students, and other academic personnel at the Open University in England. Specifically, the study will be designed to use interview procedures which will gather data for analysis to (1) determine how the academic staff gathers information from students and other members of the Open University to improve the materials developed, (2) determine how they utilize the information they identify to modify their task functions in order to increase the impact of the curriculum materials, and (3) become aware of the forces and functions which impede or enhance the academic material developer's role in the Open University. The Open University was selected as the field site due to the scope of its course content activities, its organizational structure, and the three years of operational experiences available to provide valuable data about their developmental process. This study will have immediate utility for federal and state agencies, and other educational institutions that are planning and/or implementing related educational training structures as they will find this study useful to their planning and implementation of operational procedures. (Author)

EP731319 $16,247 Pemberton

Public Policy Toward the Education of Non-White Minority Group Children in California, 1849-1970.
INVESTIGATOR: Hendrick, Irving G.
ADDRESS: Dept. of Educ., Riverside, Calif. 92502, (714)787-4591
California Univ., Riverside
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
California Congressional District Number 43
GRANT: NE-G-00-3-0082
FY73-$16,247 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: *Culturally Disadvantaged, Economic Factors, Educational Attitudes, *Educational Discrimination, Educational Objectives, *Educational Policy, *Historical Reviews, Information Dissemination, Political Influences, Racial Segregation
IDENTIFIERS: California
Start Date: 27 Jun 73 End Date: 31 Dec 74

The proposed study involves (1) an historical investigation into the nature on non-white education in California between 1849 and 1970 and (2) an examination of the political process by which that education was mandated. A key point pursued involves determining the extent to which segregation and other forms of discrimination were the result of deliberate action by school officials. Of specific interest is the extent to which a growing tendency toward efficiency and centralization helped to shape the educational conditions of non-whites. No comparable study bearing on educational conditions in the North has as yet been published. Preliminary study indicates that numerous and often contradictory factors were instrumental in shaping the nature of non-white education. Central among these were the historic American commitment toward a democratic ideal, prejudice against non-whites, and pragmatic considerations of a political and economic nature. Further, it appears that economic factors were more powerful determiners of policy than either the democratic ideal on one hand or racial hostility on the other. In addition to furnishing scholars and policy makers with information concerning the "what," "why," and "how" questions regarding the development of nonwhite education in a major northern state, the study promises to provide further clarification concerning the motives and attitudes of school leaders. Insights gleaned from the politics of education will be applied to the data in constructing a conceptual framework for the historical analysis. (Author)

EP731324 $9,977 Lipman-Blumen

Effect of Interest in Material on Sex Differences in Children's Reading Comprehension.
INVESTIGATOR: Asher, Steven
ADDRESS: Dept. of Educ. Psych., College of Educ., Urbana, Illinois, 61801, (217)333-2533
Illinois Univ., Urbana
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 23 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Women Studies Program.
Illinois Congressional District Number 21
GRANT: NE-G-00-3-0060
FY73-$9,977 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: *Elementary School Students, *High Interest Low Vocabulary Books, Individualized Programs, Reading Comprehension, Reading Interests, *Reading Research, *Sex Differences, Student Motivation, Visual Measures
Start Date 27 Jun 73 End Date 31 Dec 74

Previous research has found that American elementary school boys' reading performance is poorer than girls. A recent study, however, suggests that this sex difference may be a function of the interest level of reading material. Boys were found to read as well as girls on high interest passages. The proposed research will explore this phenomenon further by providing children with high versus low interest reading material and studying the effect of interest on comprehension. Interests will be assessed by a picture rating technique and comprehension by the cloze procedure. The first experiment, with fifth grade children, will examine whether the facilitating effect of interest is due to enhanced motivation or to greater familiarity with vocabulary in interest areas. The second experiment will examine whether the effect of interest on comprehension is greater for fourth versus sixth grade children. Finally, a pilot study is proposed to examine the effect of an individualized interest based reading program on fourth grade children's reading comprehension. (Author)

EP731336 $89,416 Brainard

Classification and Training of Learning Disability Children on the Basis of Specific EEG Activity.
INVESTIGATOR: Sheer, Daniel E.
ADDRESS: Dept. of Psych., 3801 Cullen Boulevard, Houston, Texas, 77004, (713)749-2921
Houston Univ., Tex.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Texas Congressional District Number 6
GRANT: NE-G-00-3-0012
FY73-$89,416 27-Jun-73 TO 31-Aug-76
DESCRIPTORS: *Academic Achievement, Achievement Rating, *Behavior Change, *Electroencephalography, *Grouping (Instructional Purposes), *Learning Disabilities, Learning Processes, Measurement Techniques, Memory, Psychological Evaluation, Response Style (Tests), Special Education, Underachievers
Start Date 27 Jun 73 End Date 31 Aug 76

A narrow EEG frequency band, centering at 40Hz, has been implicated in learning and short-term memory in both animals and humans. It has further been shown that learning disability children generate significantly less of this EEG activity during learning situations when compared with matched normal controls. One objective of the proposed project is to classify subgroupings of learning disability children on the basis of specific EEG activity – the level of 40Hz EEG recorded while these children are engaged in learning tasks. An attempt will be made to specify further by differentiating brain areas where low levels of 40Hz are recorded and relating these areas to different learning tasks – O1-P3 visual leads and P3-T3,5 auditory leads as related to Verbal-Visual and Verbal-Auditory learning tasks. A second objective is to see if increasing 40Hz EEG, through biofeedback conditioning, can significantly improve school achievement and behavior as well as performance on a selected test battery. Learning disability groups and matched controls will be pretested on a selected test battery and 40Hz EEG levels determined during learning situations; then they will be conditioned on 40Hz, followed by a training maintenance program during which school achievement and behavior will be evaluated. The test battery, both pre and post, will include the Wide Range Achievement Test, the Illinois Test of Psycholinguistic Abilities, the Frostig Test, and the Bender Test. The EEG recordings will be computer-analyzed and the learning disability subgroups and a control group will be compared on multiple criteria. (Author)

EP731347 $252,762 Lord

Effects of Open Schools on 5th Through 8th Grade Children.
INVESTIGATOR: Franks, David D.
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Denver Univ., Colo.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology.
Colorado Congressional District Number 1
GRANT: NE-G-00-3-0209
FY73 $252,762 27-Jun-73 TO 30-Jun-75
DESCRIPTORS: *Achievement Rating, *Behavior Change, *Disadvantaged Youth, Educational Objectives, Educational Status Comparison, Followup Studies, Interpersonal Competence, Longitudinal Studies, Lower Class Students, Negro Students, *Open Education, Performance, Religious Cultural Groups, Self Esteem, Student Behavior
Start Date 27 Jun 73 End Date 30 Jun 75

This project will evaluate the impact of four open education schools from the fifth through eighth grades. These schools–and three additional comparison schools–are administered by personnel of local Catholic parishes in Kansas City, Missouri and Kansas. Approximately twenty percent of the 742 children are from welfare poverty families. Forty-eight percent are Catholic, eighty percent are black. A three-year longitudinal study is proposed utilizing a quasi-experimental design for each year (Non-Equivalent Pretest-Post-Test Comparison Group). The basic unit of analysis for the independent variable is the degree of program implementation characterized by each school. Behavioral measures from a subsample of students will allow an analysis of intervening variables in assessing the source of change in students. Dependent variables, derived from the theoretical rationale and goals of the program, include changes in (1) various dimensions of self-esteem, (2) social sensitivity and peer group interactions, as well as (3) academic process. The longitudinal dimension of the study would also allow (1) a follow-up of open school students' adaptation to conventional Junior High Schools, (2) an analysis of the transitional states involved in changing from traditional to open school programs, (3) an assessment of the time needed for outcome goals to materialize. Efforts would be directed towards clarifying reasons why some teachers and students may not adapt to the program. The research and testing data on exactly how open education is successful or not are presently inadequate (Pilcher, 1972). Intensive systematic study and an account of learning in selected open education schools is greatly in demand today (Bussis and Chittenden, 1971). (Author)

EP731405 $9,988 Pruitt

University Requirements and Resource Allocation in the Determination of Undergraduate Achievement.

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California Univ., Santa Barbara
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
California Congressional District Number 13.
GRANT NE-G-00-3-0151
FY73 $9,988 27 Jun 73 TO 15 Sep 74
DESCRIPTORS College Students, Educational Administration, *Financial Support, *Higher Education, *Management, Measurement Goals, *Models, *Statistical Studies, Systems Analysis
Start Date 27 Jun 73 End Date 15 Sep 74

This study considers the impact of university services and required 'breadth' requirements on the education achievement of undergraduate students. We view university education as a production process which translates student and university inputs into an increase in the undergraduate's stock of human capital as measured by GRE scores, weighted grade point averages, and dropout rates. Particular attention is focused on the production of university services as well as their productivity in the educational process. Our model for educational attainment is estimated by use of disaggregated data on individual students. Course patterns and costs are based on individual department data from the University of California at Santa Barbara. This data base enables us to develop precise estimates of the university services consumed by each student. It also allows us to eliminate several methodological problems in existing studies through the use of separate estimates of each department's contribution to the students consumption of university services. Considering the vast resources that are spent on higher education it is imperative that we generate precise estimates of the effects of their resources on the educational process. Efficient allocation of public funds among educational institutions requires information on both the productivity of and costs of educational services. (Author)

EP731413 $8,337 Wederath

Labor Environment on Indian Reservation: Impact on Educational Attitudes.

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North Dakota Univ., Grand Forks
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
North Dakota Congressional District Number 1
GRANT NE-G-00-3-0191
FY73 $8,337 27 Jun 73 TO 31 May 74
DESCRIPTORS *Achievement Rating, *American Indians, *Comparative Analysis, Economic Research, *Educational Attitudes, *Federal Government, Minority Groups, Motivation, Surveys, *Work Environment
IDENTIFIERS Belcourt Indian Reservation, North Dakota, *William Langer Jewel Bearing Plant
Start Date 27 Jun 73 End Date 31 May 74

Since 1953 the U.S. Government in conjunction with the Bulova Watch Co. has operated the William Langer Jewel Bearing Plant at Rolla on the Belcourt Indian Reservation. The overt function of this enterprise was to provide a stable employment base for a resident labor force which had been subject to conditions of chronic unemployment. The proposed study aims at a survey of the effects of the changed labor environment upon attitudes of achievement and educational advancement. The main concern of policymakers has been in terms of the economic impact of this enterprise upon the community and provision of economic opportunities but little attention has been given to a measurement of job satisfaction, achievement motives, educational aspirations, occupational projections, and community interaction and leadership. Effects of the labor environment will be measured in terms of an attitudinal survey comparing two groups: members of households where a provider has a record of long time employment (four or more) with the company and a control group of members of households who have had no work experience with the jewel bearing plant. The comparison of the two groups will also extend to household life patterns noting occupational mobility and recruitment into higher educational levels. This will test the operationalization of changing aspirations and expectations in real life situations. (Author)

EP731437 $87,815 Klein

Two-Way Socialization Processes in the Classroom.

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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Michigan Congressional District Number 2.
GRANT NE-G-00-3-0084
FY73 $87,815 01 Jul 73 TO 31 Dec 74
DESCRIPTORS Academic Achievement, Achievement Tests, Racial Attitudes, *Reactive Behavior, *Socialization, *Student Attitudes, Student Characteristics, *Teacher Attitudes, *Teacher Behavior, Verbal Development
Start Date 1 Jul 73 End Date 31 Dec 74

This is a proposal to study pupil-teacher interactions within a framework that speaks to general issues in socialization, social reinforcement, and academic achievement. The research site is the elementary classroom, the focal concern the two-way influence process in which the teacher's verbal reinforcement behaviors are influenced by individual differences among children and, in turn, affect children's expectancies, feelings of control over the environment, attitudes towards school, and academic performance. The major objectives are to study the effect of teacher behavior on pupil achievement and feelings of control, how pupil characteristics affect teacher's differential behavior toward different pupils, how the effect of teachers' behaviors on pupils varies according to the characteristics of the pupils, how changes in pupils' attitudes and expectancies mediate their changes in academic performance. The proposal requests support to process and analyze data already gathered. The sample consists of 34 teachers and 824 pupils in sixth grade classes in a large metropolitan area. Achievement and personality tests were administered to the pupils at three periods, permitting the study of change during the class year. Teacher-pupil interaction with specific individual pupils was observed and coded for 372 of the children, 12 in each of 31 of the 34 classes. The twelve pupils were selected because they represented high, moderate, and low positions on internal and external control. (Author)

EP731440 $94,487 Boesel

The Effects of Control and Participation in the Community College.

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Michigan Congressional District Number 2
GRANT NE-G-00-3-0072
FY73 $94,487 01 Jul 73 TO 31 Oct 74
DESCRIPTORS Administrator Attitudes, College Students, Community Colleges, *Decision Making, Educational Administration, Information Dissemination, Institutional Environment, *Interpersonal Relationship, *Participation, *Reactive Behavior, Student Attitudes, Systems Analysis, *Teacher Administrator Relationship, Teacher Attitudes
Start Date 1 Jul 73 End Date 31 Oct 74

The first step in this program, which we now propose to undertake, will explore the applicability to educational institutions of concepts, measures and hypotheses that have grown out of studies conducted primarily in industrial organizations. We have chosen the community college as the site for this first project and shall focus on the process of control and its implications. We shall select 10 colleges that are comparable in size and other characteristics but that differ in their formal decision making structure implying differences in formal participativeness. We shall administer questionnaires to persons at all levels in each college and shall examine how informal participativeness in relations between groups such as administration and faculty, and between faculty and students corresponds to the formally defined decision making structure. Several explanations for lack of correspondence will be explored. Hypotheses concerning relationships between control and the attitudes, motivations and other reactions of faculty, administrators and students will be explored. Analyses will be conducted at the college-wide level as well as at the department, the classroom and interpersonal level. (Author)

EP731442 $55,046 Jackson

Use of Student Ratings in Evaluation of College Teaching.
INVESTIGATOR: McKeachie, Wilbert J.
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Michigan Univ., Ann Arbor.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Michigan Congressional District Number 2
GRANT: NE-G-00-3-0110
FY73-$55,046 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: *Administrator Evaluation, Evaluation, Higher Education, *Performance, *Rating Scales, Student Attitudes, *Student Teacher Relationship, Teacher Behavior, *Teacher Evaluation, Teaching Procedures
IDENTIFIERS: Michigan Student Opinion form
Start Date 27 Jun 73 End Date 31 Dec 74

The increasing pressure from the public, legislators and students for greater emphasis upon effective college teaching has led to more extensive use of student ratings of instruction. Although there have been many studies on the types of rating scales, the dimensions of behavior as rated by students, and relationships between characteristics of students and their ratings, few studies have dealt with the effect of the ratings on those who use them: teachers and administrators. The basic premise of the series of studies to be initiated in connection with this proposal is that different sets of items are useful for different purposes. A second premise is that the effect of feedback of student ratings to teachers depends upon the type of items and upon the method of feedback. The procedures to be used involve administration of student ratings in the classes of 45 teachers. The classes of 15 teachers will be given the Michigan Student Opinion form before mid-term and results will be returned in tabulated form. The classes of 15 other teachers will also be given the Michigan form plus items suggested by their teacher. Results will be fed back in a personal interview with suggestions for alternative techniques of teaching. (Author)

EP731489 $60,460 Wheeler

Perceptions of the Childhood Self and Teacher-Child Relations.
INVESTIGATOR: Rosen, Jacqueline L.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
New York Congressional District Number 20
GRANT: NE-G-00-3-0138
FY73 $60,460 27-Jun-73 TO 31-Mar-75
DESCRIPTORS: Data Analysis, *Predictive Measurement, *Semantic Differential, *Student Teacher Relationship, Supervision, Teacher Behavior, Teacher Characteristics, Teacher Education, *Teacher Evaluation, *Teacher Selection
Start Date 27 Jun 73 End Date 31 Mar 75

How can teachers be matched with the types and age levels of children with whom they will be most effective? How can prospective teachers who are unsuited for entry into the field be screened out at the point of applying for training, thereby utilizing college training facilities more efficiently? This researcher's previous studies have suggested that prospective teachers' unstructured autobiographical statements about their own childhoods contain predictors that would be of great significance in the selection and later placement of teacher-trainees. The goal of the proposed research is to move from unstructured autobiographical data to a more rigorous instrument for assessing the relevant autobiographical variables, by cross-validating previous findings on a sample of 100 student teachers, using a tailor-made semantic differential instrument. A more efficient and objective predictor of teacher-child relations would thus be developed. The criterion ratings of teacher-child relations will be supplied by (1) supervisors, and (2) the subjects themselves. All predictor and criterion ratings will be amenable to quantification and computerized analyses. (Author)

EP731495 $64,710 Breedlove

A Comparative Study of Quality Integrated Education.
INVESTIGATOR: Gordon, Edmund W.
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Columbia Univ., New York, N.Y.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
New York Congressional District Number 20
GRANT: NE-G-00-3-0156
FY73 $64,710 27-Jun-73 TO 30-Sep-74
DESCRIPTORS: Academic Education, *Comparative Education, Curriculum Enrichment, Disadvantaged Environment, Educational Administration, Educational Environment, Educational Objectives, Educational Research, *Educational Status Comparison, Employee Attitudes, Parent Attitudes, Parent School Relationship, Program Evaluation, Racial Integration, *School Integration, Social Environment
Start Date 27 Jun 73 End Date 30 Sep 74

The study will identify school districts which are at various stages in the desegregation process. Practices and procedures which are associated with effective school integration under various conditions will be documented and resultant school programs and experiences for staff and students will be described. Quality integration will be defined in terms of nine criteria with related indicators or variables. The purpose of the study is to document key processes associated with a quality integrated setting, examine interrelationships among these processes and their linkages to resultant school programs and experiences for staff and students, and identify commonalities among districts which could provide components for models of quality integrated education. The study will yield intensive studies on five desegregated districts and status studies on ten desegregated and survey data on an additional fifty or more districts. Data gathering techniques will include participant observation, and structured and unstructured interviewing. While the detailed case studies of school districts will allow a clarification of such complex topics as participation, leadership, communication and others, it is not the purpose of this project to produce a series of case studies, but to generate patterns or commonalities among schools. Overall comparisons will be made in a search for variables which consistently appear to be associated with effectiveness. Finer comparisons will be made as the data from each district are studied. The data will be reported in a Formal Research

EP731519 $106,102 Goebel

Differential Use of the Open Classroom: A Study of More and Less Exploratory Children.
INVESTIGATOR: Minuchin, Patricia P.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Pennsylvania Congressional District Number 3
GRANT: NE-G-00-3-0018
FY73 $106,102 27-Jun-73 TO 31-Dec-75
DESCRIPTORS: Classroom Observation Techniques, *Discovery Learning, Effective Teaching, Environmental Influences, *Flexible Classrooms, *Individual Differences, Open Education, *Open Plan Schools, Student Teacher Relationship, Teacher Influence, Teaching Procedures
Start Date: 27 Jun 73 End Date: 31 Dec 75

The project would study the interaction between children's styles of functioning and the environment of open classrooms. Focussing on first grade children who differ in their level of exploratory behavior, the study would compare the effectiveness of their functioning, trace their use of the classroom environment over time, and study the nature of teaching interventions with more and less exploratory children. Open education establishes an environment with certain features: flexible programs, multiple materials, options for the learner, guiding roles for the teacher. Within this structure, it is assumed that an exploratory style -- the tendency to initiate action, seek out resources, explore possibilities, and raise questions -- is more functionally adaptive for learning than more cautious, non-exploratory patterns. The study proposes to test that assumption, and to study teaching approaches to children who differ in these ways. Sixty children, characterized by more and less exploratory patterns of functioning, will be observed intensively in open classrooms throughout the school year. Observations will focus on involvement with materials and activities, relationships with teachers and peers, experiences of mastery and learning, attitudes toward school and self. Teacher observations will document the frequency and purposes of teaching interactions with children in the two groups, and teachers will be interviewed about their perceptions and teaching plans. A follow-up study of 20 children will be conducted in second grade. The study has implications for more differentiated knowledge of child functioning in open classrooms, and for the development of optimal teaching practices with different kinds of children in open educational settings. (Author)

EP731618 $7,080 Turk

A Profile of Children's Reading Abilities As Indexed in Five Perceptual Processing Experiments.
INVESTIGATOR: Thorsen, Esther
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AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Ohio Congressional District Number 17
GRANT: NE-G-00-3-0127
FY73 $7,080 27-Jun-73 TO 31-Jan-75
DESCRIPTORS: *Children, *Elementary School Curriculum, *Elementary School Students, Individual Development, Learning Difficulties, Reading Ability, *Reading Development, Research, Time Factors (Learning)
Start Date: 27 Jun 73 End Date: 31 Jan 75

The research proposed would examine the kind of difficulties exhibited in children's processing of (1) components of letters, (2) whole, but isolated letters, (3) letters in the context of words and simple sentences, (4) lists of letters presented simultaneously to the visual and auditory modalities, and (5) letters from which different kinds of information must be abstracted as a function of changes in task instructions. Profiles of patterns of latencies and recall across the subtasks of the experiments would be compared on both the aggregate and the individual level for three levels of reading ability ("slow," "medium," and "fast") in Grades 1, 2, and 3. The work would be done in a single elementary school, where close communication with teaching and administrative personnel would be maintained. The research has two main kinds of benefits. First, it would produce immediate and direct input into the school in the form of such information as (1) specific processing difficulties in individual children, (2) individual profiles which can be used periodically to evaluate processing skill development, and (3) implications from the deficiencies demonstrated in the experiments to ideas for training tasks to use in remedying the deficiencies. Second, the research would allow an increase in scientific knowledge about underlying processing characteristics of poor and efficient readers, which should, in turn lead to better understanding of more complex reading skills. (Author)

EP731699 $9,998 Brainard

The Effect of Prenatally Administered Progestins on IQ, Achievement, Personality Development and Gender Role Behavior in Children.
INVESTIGATOR: Reinisch, June M.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 26
GRANT: NE-G-00-3-0106
FY73 $9,998 27-Jun-73 TO 30-Sep-74
DESCRIPTORS: Achievement, Achievement Tests, Childhood, Comparative Analysis, Intelligence Quotient, *Medical Treatment, *Personality Development, *Prenatal Influences, *Reactive Behavior, Role Perception, *Sex Differences
IDENTIFIERS: *Progestins
Start Date: 27 Jun 73 End Date: 30 Sep 74

The study examines the effects of prenatally administered progestins on IQ, school achievement, personality development and gender role behavior. Parents of the probands and siblings who were born of the same mothers but without administration of progestins serve as comparison groups. Subjects include 50 prenatally treated children between 6 and 12 years of age, a minimum of 50 same sex sibs and 100 parents. An attempt will be made to secure 25 treated females and 25 treated males so that males and females may be differentially studied for the first time. Standardized tests, interviews and questionnaires are used to generate the data. The main purpose of the study is to demonstrate that prenatal treatment with progestins correlates with raised IQ and achievement scores and influences gender role behavior and preferences. (Author)

EP731713 $64,498 Yanofsky

Language Comprehension in Children.
INVESTIGATOR: Foss, Donald J.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Texas Congressional District Number 10
GRANT: NE-G-00-3-0120
FY73 $64,498 27-Jun-73 TO 31-Aug-75
DESCRIPTORS: *Child Language, Comprehension Development, Early Childhood, *Linguistic Competence, Oral Communication, Structural Grammar, Teaching Techniques, Verbal Ability, Verbal Learning, *Word Recognition, Written Language
Start Date: 27 Jun 73 End Date: 31 Aug 75

The present proposal briefly reviews the last decade's research on language acquisition. The aim of most such research has been to write grammatical descriptions of children's linguistic competence. There have been few studies which try to describe and explain the procedures by which children comprehend sentences. One reason for the absence of such experiments is simple to discern, but not to remedy. There are, at present, almost no experimental tools available to tap into the child's comprehension processes while they are in action. The present project will attempt to develop techniques for measuring the comprehension processes in pre-school children. These techniques use measures of reaction times. They have been successfully employed in studies with adults; herein we suggest ways in which they can be modified for use with young children. The project will also test a number of specific hypotheses about children's processing of sentences. In particular, we propose to study what becomes of new words when they are heard, whether semantic constraints on the meaning of sentences permits the omission of syntactic processing, and what happens during the processing of syntactically complex sentences. Models of language acquisition and cognitive development will, it is suggested, greatly benefit from such data. (Author)

EP731756 $64,965 MacAdams

The Utilization of Knowledge and Experience
INVESTIGATOR: Chin, Robert
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Boston Univ., Mass.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Massachusetts Congressional District Number 8
GRANT: NE-G-00-3-0189
FY73 $64,965 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: Colleges, *Conferences, *Educational Background, Guides, *Information Dissemination, Models, Relevance (Education), Research, *Secondary Education, Teaching Techniques
IDENTIFIERS: China
Start Date 27 Jun 73 End Date 31 Dec 74

Special seminars, classes, discussions and supervisory conferences are ways now in use for integrating behavioral science knowledge with knowledge gained from field experience in educational setting. The proliferation of these integration events reflects a growing academic concern with demands for 'relevancy' and has led to the assignment of academic 'credit' to field experiences and related seminars and conferences. The study is intended to fill the need for valid and reliable information about these 'credit' events and for the formulation of teaching principles which look fruitful in guiding these events. The study will produce organized and systematized information on graduate professional seminars connected with internships, collegiate courses with a field experience component, and work projects in secondary education. The analysis of these teaching-learning events will be in terms of elements in relevant theory and from experiential data. Models will be constructed for clarifying the processes of these events, from written materials, interviews, and questionnaires. Twenty-four graduate training programs in normative-reeducative techniques for helping professionals, and educational administrators, 24 collegiate programs in two fields, and 24 programs in regular secondary schools and 'alternative education' secondary schools. In addition, a paper on the mode of conducting 'summing-up experiences' on the People's Republic of China will be done. The products will be several volumes compiling a description of present practices, analysis of fruitful ways of teaching these events, a manual for teachers on how to conduct these, and a set of papers on the strategy of installing fruitful models and procedures for planning and conducting these events. (Author)

EP731761 $9,804 Klein

Classroom Interactions and the Impact of Evaluative Feedback: Sex Differences in Learned Helplessness.
INVESTIGATOR: Dweck, Carol S.
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Illinois Univ., Champaign
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research; National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Illinois Congressional District Number 21
GRANT: NE-G-00-3-0088
FY73 $9,804 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: Academic Achievement, *Behavior Patterns, Behavior Problems, *Feedback, *Interaction Process Analysis, *Response Mode, *Sex Differences, Student Evaluation, Student Teacher Relationship, Task Performance
Start Date 27 Jun 73 End Date 31 Aug 74

The proposed research addresses the problem of children's maladaptive responses to failure on school-related achievement tasks. Utilizing a combination of experimental and observational procedures, it seeks to relate children's reactions to failure administered by different social agents to their interaction histories with those agents. The first study demonstrates sex-differences in reactions to failure from male and female adults and peers and relates the direction and magnitude of performance change to the attributions the child makes for failure from the different agents. The second study looks within the classroom for a possible relationship between teacher-boy/teacher-girl evaluative interactions and sex differences in responsiveness to negative evaluation from adults. The possible effects of the predicted differential treatment of boys and girls upon reactions to and attributions for failure are examined. In an attempt to establish the existence of a causal relationship between the differential treatment and the reactions to failure, the third study involves the programming of the standard teacher-boy and teacher-girl interaction, observed in the second study, prior to the administration of an achievement task similar to that in the first study. Taken together, the three studies examine ways in which classroom practice may inadvertently promote maladaptive responses to failure in both boys and girls and has implications for the ways in which such effects may be avoided. (Author)

EP731771 $9,900 Beezer

A New Look at the High School Record as a Source of Information for Predicting Post Secondary Achievement.
INVESTIGATOR: Judy, Chester J.
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No Affiliation
ORG TYPE: Individual
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 24 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research; National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Texas Congressional District Number 20
GRANT: NE-G-00-3-0093
FY73 $9,900 01-Jul-73 TO 30-Jun-74
DESCRIPTORS: Academic Achievement, *Achievement Tests, College Students, Correlation, Grades (Scholastic), Predictive Validity, *Secondary Schools, Standards, *Student Records, *Test Results
IDENTIFIERS: *American College Testing Program
Start Date 1 Jul 73 End Date 30 Jun 74

In the work proposed here, 1000 randomly selected students who will have completed their first year in college will be identified. The high school transcripts of 500 of these students will be used in developing an empirical key for scoring transcript information, using grade-averages in the first year of college as the performance criterion. The key will then be applied to the records of the remaining 500 students to derive a high school transcript score (HSTS) for each student. Other data to be assembled on the 500 students in the hold-out group will include rank in high school class, the four sub-test scores on the American College Testing Program test, and the composite score on that test. Intercorrelations among all variables will be computed and a series of regression problems solved for the purpose of determining the maximum utility, and relative utility, of high school records information in predicting academic performance in the first year of college. Possible implications of the findings include ones related to the possibility that test scores, in the presence of more and better information from the high school record, can be redundant in equations suitable for predicting college-level academic performance. (Author)

EP731818 $146,181 Williams

Effectiveness of Parents as a Treatment Resource in Rural Areas

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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Utah Congressional District Number 1
GRANT NE-G-00-3-0136
FY73 $146,181 27-Jun-73 TO 30-Jun-76
DESCRIPTORS Community Resources, *Cooperative Teaching, *Experimental Programs, Followup Studies, Learning Difficulties, *Manpower Utilization, *Parent Participation, Parents, Program Content, *Remedial Programs, Summative Evaluation
IDENTIFIERS Learning Deficiencies
Start Date 27 Jun 73 End Date 30 Jun 76

This research is designed to assess the effectiveness of a treatment program for children with learning difficulties in rural areas. The treatment program uses existing manpower resources. Parents provide the major treatment resource. The curriculum will be selected based on (1) identified skill deficiencies, and (2) the cost and problems of developing program components to function effectively with the resources available. The study has two phases (1) the development and formative evaluation of a treatment process in which consideration is given to replication of administrative as well as instructional procedures, and (2) the summative evaluation utilizing control and experimental group and standardized testing involving children in rural Utah and Idaho. A three month follow-up period and retesting follows the three month experimental intervention period. (Author)

EP731844 $9,996 Wederath

Games in Eskimo Children's Culture: Changes and Functions

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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 28 Feb 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Ohio Congressional District Number 15
GRANT NE-G-00-3-0104
FY73 $9,996 27-Jun-73 TO 30-Nov-74
DESCRIPTORS Children, *Childrens Games, *Cultural Environment, Data Analysis, Educational Programs, *Eskimos, Field Studies, *Games, Instructional Materials, Questionnaires, *Social Experience, Surveys, Teaching Methods
Start Date 27 Jun 73 End Date 30 Nov 74

The proposed research is designed to explore the function of games in Eskimo children's socialization and, by extension, in their education. Since the introduction of formal schooling to Eskimos of Alaska, in some cases as recently as three decades ago, a major part of the socialization of children there has been taken over by non-Eskimo teachers. What aspects of Eskimo children can be employed by teachers to educate Eskimo children more effectively? What can we learn from traditional Eskimo socialization-education methods which can be used to improve our teaching? One example of the application of traditional Eskimo enculturation methods to the Alaskan School System program is discussed on page 11. It is hoped that an in-depth study of games will lead to the discovery of many other traditional learning devices which were enjoyable for the children and which can be modified for use in our curricula. Fieldwork will be carried out in an Alaskan Eskimo village. Two field seasons of participant-observation are planned, separated by a 6 month period for organizing and analyzing the data and formulating new questions. (Author)

EP731930 $9,892 Wederath

Linguistic Analysis of the Tanaina Language: Base Line for Bilingual Education

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CAN NO 2500601 PROPOSAL DATE 26 Feb 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
New York Congressional District Number 26
GRANT NE-G-00-3-0180
FY73 $9,892 27-Jun-73 TO 31-Dec-74
DESCRIPTORS *American Indian Languages, American Indians, *Bilingual Education, Communication Problems, English (Second Language), Instructional Materials, Language Classification, *Language Development, *Language Research, *Linguistic Patterns, Linguistics, Sociolinguistics
IDENTIFIERS Tanaina
Start Date 27 Jun 73 End Date 31 Dec 74

The purpose of this project is to undertake a descriptive analysis of an American Indian language for the purpose of developing teaching materials for use in a program of bilingual education. The language chosen is the Tanaina language, an Athapaskan language spoken in a number of villages in southern Alaska near Anchorage. The techniques of elicitation and analysis developed by anthropological linguists will be used to compile a detailed phonological and grammatical analysis. This primary research will serve as a base line for the development of a practical orthography, a teaching grammar and basic elementary education textbooks. The absence of a bilingual program of education in Alaska has created a great learning handicap for those students who use English as a second language, creating a double burden of learning both the second language and educational concepts simultaneously, while emphasis on English usage alone has contributed to a communication gap between parents and children, school and community. The development of bilingual education programs will alleviate many educational problems, ease the acculturation process and help significantly to break down barriers in obtaining employment and choosing a way of life for Alaskan natives. (Author)

EP731955 $9,154 Beezer

Item Analyses of Amerindian and Chicano Responses on the Vocabulary Scales of the Stanford-Binet LM and the Wechsler Batteries

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CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Missouri Congressional District Number 7
GRANT NE-G-00-3-0092
FY73 $9,154 27-Jun-73 TO 31-Aug-74
DESCRIPTORS Achievement Tests, American Indians, *Bilingual Students, Cultural Environment, *Disadvantaged Youth, Item Analysis, Mexican Americans, *Standardized Tests, *Test Interpretation, Verbal Tests, Vocabulary Development, *Vocabulary Skills
IDENTIFIERS Stanford Binet LM, Wechsler Batteries

Start Date 27 Jun 73 End Date 31 Aug 74

Culture free tests and tests for favoring one social group over another may not be even theoretically attainable and certainly will not be available in the near future. The intellect, other than that which is genetically predetermined, must grow on something and that, inevitably, is slanted culturally. However, care can be exercised in item selection for special populations by item analyses of individual mental test scales that contribute heavily to the total test's variance. The vocabulary scale of the Stanford Binet LM and the Wechsler batteries is the subtest that is most highly correlated with the total IQ's, and is also one of the most reliable subtests; however, it tends to be one of the relative weaknesses for particular disadvantaged populations, viz. Amerindians and Chicanos. This study will entail differential weighting of WPPSI, WISC, and SB-LM vocabulary items obtained from Amerindians and Chicanos enrolled in public, private, and BIA schools in Oklahoma, Kansas, New Mexico and Arizona. Data will be provided to establish special CA, MA, sex, urban-rural vocabulary scales that will contribute maximally with Verbal, Performance and Full Scale IQ's on the Wechsler batteries and the SB-LM IQ. (Author)

EP731972 $9,971 Engel

An Instructional Strategy Designed to Overcome the Adverse Effects of Established Student Attitudes Toward Works of Art.

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AWARD TYPE: COMP
CAN NO. 2500601 PROPOSAL DATE: 25 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Indiana Congressional District Number 7
GRANT: NE-G-00-3-0114
FY73 $9,971 27 Jun 73 TO 31 Aug 74
DESCRIPTORS: *Art Education, Changing Attitudes, Curriculum Development, Educational Environment, Educational Objectives, Elementary School Students, Evaluation, *Negative Attitudes, *Perceptual Development, Reactive Behavior, *Student Attitudes, *Teaching Procedures
Start Date 27 Jun 73 End Date 31 Aug 74

The proposed study attends to the problem of overcoming established, frequently limited student attitudes about works of art. It is felt that this problem must be resolved if students are to assimilate instructional content in art criticism designed for college elementary education students. The proposal represents the first of a series of anticipated studies aimed at equipping these students for the task of aiding children in the development of perceptual and evaluative skills regarding all kinds of visual stimuli and not just works of fine art. A teaching strategy drawn largely from studies in attitude and attitude change will be tested to determine its effectiveness in modifying existing student attitudes toward art. This strategy requires students to express publicly their judgments concerning works of art. Some of these students will be asked to formulate positive judgments with works toward which they responded earlier in a negative way. Others will be able to formulate positive or negative judgments concerning works toward which they previously responded in positive and negative ways. It is hypothesized that both approaches will bring about modifications of attitude toward specified works of art although the amount and direction of this change will differ between groups. Testing will be designed to determine the effectiveness of the teaching strategy upon (1) student judgments regarding a wide assortment of visual art forms, and (2) the aesthetic qualities referred to by students when formulating and substantiating these judgments. (Author)

EP731999 $10,000 Beezer

Validation of an Assessment Model for Professional Schools.

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CAN NO. 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
New York Congressional District Number 18
GRANT: NE-G-00-3-0056
FY73 $10,000 27 Jun 73 TO 28 Feb 75
DESCRIPTORS: Academic Standards, *Admission Criteria, Data Analysis, *Graduate Study, *Minority Groups, *Models, Predictor Variables, Professional Occupations, Professional Training, Profile Evaluation, Recruitment, *Selection, Undergraduate Study
Start Date 27 Jun 73 End Date 28 Feb 75

The proposed research analyzes the admissions and selection procedures in the helping professions (such as human relations, social work, and counseling) and the implications of these procedures for the admission of minorities to professional schools. The traditional model for selecting applicants to undergraduate and graduate schools is examined in terms of the information used to make selections. It is argued that the use of high school (or undergraduate) grades and test scores implies a cause effect relationship between these traits and success in undergraduate and graduate schools. Since professional schools are trying to produce competent professionals, rather than simply pick students who will get good grades in their first year courses, it is argued that programs must look at a wider range of traits to predict who will be a competent professional. Not only must the traits be identified, but their validity must be ascertained. Also measures need to be developed which are both reliable and valid indicators of the cluster of behaviors which the professional and professional in training must exhibit to be successful. If it is possible to specify these measures of success and predictor traits, opportunities should be created for students who may not score well on traditional admission tests, but who possess the profile of traits that suggest they will be competent professionals. (Author)

EP732013 $60,000 Spady

Development in Graduate and Professional School Environments.

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AWARD TYPE: COMP
CAN NO. 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
California Congressional District Number 7
GRANT: NE-G-00-3-0184
FY73 $60,000 27 Jun 73 TO 30 Jun 75
DESCRIPTORS: College Faculty, College Students, Comparative Analysis, Educational Change, *Educational Environment, *Graduate Study, *Human Development, *Individual Development, Interviews, *Professional Education, Questionnaires, Standards, Statistical Studies, Surveys
Start Date 27 Jun 73 End Date 30 Jun 75

Compared to other levels of education, graduate and professional schools have been least well studied, especially with regard to the development of either students or faculty in these environments. Yet the subject now demands attention, both because these schools affect the entire rest of the educational system, and because the internal changes they are being called upon to make ought to be guided by disciplined knowledge of human development, not by simplistic criteria imposed from outside. So far, knowledge about the developmental effects of these schools is limited largely to anecdotal and survey data. In this exploratory study modeled on successful longitudinal studies on the undergraduate level, we will ask 180 participants in eight paired settings to describe their experience and observations through an initial questionnaire, repeated interviews, an autobiographical statement or intellectual journal, and in some cases, through small group discussions. The design allows comparisons across disciplines and fields, departments or schools, and several cohorts of students. Initial findings will be clinical and ethnographic in style, though subsequent reports will include statistical data. The applicants pinneered in the longitudinal study of college students, completing major projects at Vassar and Stanford and others elsewhere. Thanks to a sustaining grant recently made to its Center for Development in Early Adulthood, the Wright Institute is able to provide the proposed study of graduate and professional schools not only a context of related projects on faculty, but also, at no cost to the Federal government.

EP732021 $100,028 Brainard

Learning Potential Assessment of Educable Mentally Retarded Students

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CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Massachusetts Congressional District Number 3
GRANT: NE-G-00-3-0016
FY73 $100,028 27 Jun 73 TO 31 Dec 74
DESCRIPTORS: Adolescence, *Cognitive Development, Cultural Differences, Early Childhood, *Educable Mentally Handicapped, *Exceptional Child Research, Learning Motivation, Social Behavior, Underachievers
IDENTIFIERS: Raven Learning Potential Test
Start Date 27 Jun 73 End Date 31 Dec 74

Learning Potential assessment measures the ability to reason in a test-train-test paradigm among IQ defined educable mental retardates (EMR). The measure appears to be culture fair to low income and minority group children. The test-train-test paradigm provides practice and instruction on problem relevant strategies in a competence inducing context. Intelligence is defined as ability to profit from instruction and apply it in nontrained instances of the problem. Among IQ defined low income EMRs, high able (LP) students have been shown to be educationally handicapped while low improving students tend to function as mentally retarded students. The proposed research will continue to refine the learning potential assessment procedures structured around Raven Progressive Matrices by testing a completely group administered procedure, developing a language analogue measure of learning potential. The procedure will be tested for cultural bias by race (black and white), income level (middle and low), and regular and special class children. Direct tests of the validity of learning potential assessment are proposed by testing the ability to learn using curricula specially designed to tap the cognitive strengths of these children. The hypothesis will also be tested that when IQ defined EMRs are placed within the mainstream of the school, the high able (LP) students will benefit more academically and socially than the low improving (LP) students. The validity of LP assessment will be established indirectly by testing hypotheses that posttraining scores will predict differences in competent functioning on motivational, social, and cognitive tasks, and that parents will perceive these different levels of competence in their children. (Author)

EP732046 $67,486 Chibucos

Cerebral Dominance: Its Relation to Age and Reading.

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CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Massachusetts Congressional District Number 8
GRANT: NE-G-00-3-0085
FY73 $67,486 27 Jun 73 TO 31 Aug 76
DESCRIPTORS: Auditory Perception, Cerebral Dominance, *Dyslexia, Lateral Dominance, Longitudinal Studies, Neurolinguistics, Neurological Organization, Perceptual Development, Predictive Measurement, Psychological Studies, *Reading Development, Reading Difficulty, Reading Research
IDENTIFIERS: Dichotic Stimulation, *Gerstmann Syndrome, Harris Test of Lateral Dominance, Metropolitan Reading Readiness Test, Wechsler Intelligence Test for Children
Start Date 27 Jun 73 End Date 31 Aug 76

1) To assess the development of cerebral dominance in normal and dyslexic children. 2) To investigate the relationship between specific measures of the development of cerebral dominance and reading acquisition. 3) To evaluate the diagnostic and predictive value of specific dichotic listening tasks in assessing both present and future reading difficulties. Groups of five, seven and nine year olds will be tested for reading ability and intelligence. In addition they will be tested for the Gerstmann symptoms of finger agnosia and spatial confusions. These latter two tasks are known to be sensitive to specific language and reading disturbances in adults following specific neurological insult and are thought to relate to specific developmental dyslexia. With these tests it should be possible to differentiate two classes of intellectually matched poor readers: those who are impaired on the Gerstmann tasks and those who are not. These subjects and normal readers of equivalent intelligence will then be tested on dichotic presentation of syntactically and randomly organized words. Since syntactic competence undergoes a relatively long growth period and because it has a demonstrable relationship to the process of reading and reading comprehension, the use of syntactically organized material in dichotic listening represents a promising strategy for investigating the development of cerebral dominance and its relation to reading acquisition. (Author)

EP732058 $9,999 Goebel

The Effects of a Structured Language Training Program with Moderately Retarded Children.

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CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Alabama Congressional District Number 3
GRANT: NE-G-00-3-0054
FY73 $9,999 27 Jun 73 TO 30 Sep 74
DESCRIPTORS: Guidance Objectives, Language Handicaps, *Language Instruction, Mental Retardation, *Retarded Children, *Retarded Speech Development, Speech Curriculum, Teaching Procedures
IDENTIFIERS: Moderately Retarded Children
Start Date 27 Jun 73 End Date 30 Sep 74

Numerous empirical studies have demonstrated that moderately (TMR) retarded children are deficient in both the comprehension and production of language. This deficiency has been noted especially in institutionalized retarded children. Thus, a primary goal of curricula for these children is the development of language functioning at a level approximating normalcy as nearly as possible. One suggested procedure has been to use the methodology developed for the Teaching of English as a Foreign Language (TEFL). Teaching the American Language to Kids (TALK) is a sequential series of language lessons using the TEFL procedures and is designed for use with retarded children. In order to determine the efficacy of the TALK lessons it is proposed that the lessons be tested with a sample of moderately retarded children (CA = 10.0 to 18.0) who are clients at the Albert P. Brewer Developmental Center, Mobile, Alabama, a regional residential/outpatient facility. The facility from which the sample will be drawn is designed as a regional center serving a population recently released from large state residential facilities. The purpose of the facility is to provide intensive training for clients so that they may return to the community as quickly as possible. Adequate communication skills will be a major criterion for individual's return to the community. Therefore, the TALK lessons, if effective, would be a most useful method for ameliorating moderately retarded children's language difficulties, thereby providing them an opportunity for a more rapid return to the community, which will result in a decrease in expenditures for their maintenance in the institution. (Author)

EP732063 $70,851 Stacey

The Role of Education in Socioeconomic Achievement: A Comparative Study

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CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs; National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Illinois Congressional District Number 5
GRANT: NE-G-00-3-0119
FY73 $70,851 27 Jun 73 TO 31 Aug 76
DESCRIPTORS: Achievement Rating, Aspiration, *Comparative Analysis, Economic Status, Income, *International Education, National Surveys, Social Background, *Socioeconomic Influences
IDENTIFIERS: Japan
Start Date 27 Jun 73 End Date 31 Aug 76

The objective of this study is to compare the role of education (including extra-school education) in the socioeconomic achievement processes of Japan and the United States, with the possibility of including additional countries for certain specified aspects of the comparison. An initial comparison has been made using data from a 1965 Japanese national survey and the 1962 Occupational Changes in a Generation survey conducted in the United States (see addenda). However, the inability to standardize measures prevented precise comparisons. The combination of important similarities and interesting differences in the role of education in the socioeconomic achievement processes of these two countries suggests the need for further investigation. In part, this can be accomplished through the recoding and reanalysis of the previously collected data as outlined in Problem One of the procedures section: measures such as Treiman's standard international prestige index will be introduced at this stage. However, to clarify many questions, it is necessary to generate new data. Fortunately, Hauser and Featherman are conducting an analysis of the 1973 Occupational Changes in a Generation survey in a manner which will enable us to improve our understanding of education's role in the American socioeconomic achievement process. Our intent as outlined in Problem 2 is to enter into a collaborative arrangement with Japanese colleagues to develop standardized measures that could be included in a Japanese national survey of social mobility scheduled for late 1973 or early 1974. We have assurances that this collaboration will be possible, providing we can participate in funding. If our collaborative plan is implemented, we will be in a position to conduct a comprehensive comparison of the role of education in the socioeconomic achievement processes of these two societies as outlined in Problem 2. An additional objective of this study is to follow up on Bowman's study of the educational and occupational aspirations of a 1966 sample of Japanese high school youth as outlined in Problem 5. (Author)

EP732064 $17,406 Wederath

The Southwestern Schools Study: Mexican Americans and the Distribution of Educational Resources

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CAN NO: 2500601 PROPOSAL DATE: 1 Mar 72
National Inst. of Education (DHEW), Washington, D.C. Office of Research; National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
Texas Congressional District Number 20
GRANT: NE-G-00-3-0062
FY73 $17,406 27 Jun 73 TO 30 Sep 74
DESCRIPTORS: Community Attitudes, Educational Administration, Educational Finance, *Equal Education, Ethnic Groups, Ethnic Relations, Intergroup Education, *Mexican Americans, Population Trends, Racial Attitudes, Racial Discrimination, Social Status, Surveys
Start Date 27 Jun 73 End Date 30 Sep 74

This multi-disciplinary research effort brings together academicians in the fields of educational administration, sociology and economics in a study of equal educational opportunity for Mexican Americans in the five Southwestern states. The proposed research is designed to examine the distribution of educational resources and services among public school districts of differing socioeconomic status and ethnic composition. Census data available for the first time by school district attendance areas will be added to data collected in three previous Southwest regional surveys: (1) HEW, Fall, 1968, Title VI Survey of 1,207 districts (and 10,661 schools within those districts) in the Southwest; (2) USCCR Spring, 1969, survey of 538 districts; and (3) Spring, 1972, Southwestern Schools Study survey of 636 districts, conducted by the authors of this proposal. Since good demographic data on school districts were unobtainable through questionnaires to district superintendents, the census data tabulations add a valuable new dimension to survey data on school districts. School district fourth count tapes will be obtained from the National Center for Educational Statistics for Arizona, California, Colorado, New Mexico and Texas. The fourth count census tapes contain data on the total population and by ethnic group for all school districts with enrollments of at least 300 pupils. By merging census data on the district attendance area with questionnaire data on school systems, analyses can be conducted on the relationship of district population characteristics and quality of school services. Since survey research completed recently by the authors of this proposal was designed as a follow-up to the Mexican American Education Study conducted by the U.S. Commission on Civil Rights in 1969, a longitudinal analysis of change in districts from 1969 to 1972 is possible. Changes will in turn be related to district population characteristics. The research will have implications for public school policy with regard to equalization of school financing and the development of educational programs for Mexican Americans. (Author)

EP732083 $10,018 Williams

The Process of Accentuation in College Settings

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AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 23 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research; National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Michigan Congressional District Number 2
GRANT: NE-G-00-3-0058
FY73 $10,018 27 Jun 73 TO 30 Jun 74
DESCRIPTORS: Changing Attitudes, *College Students, *Educational Environment, Evaluation, Individual Characteristics, *Individual Differences, School Surveys
IDENTIFIERS: College and University Environment Scales, Omnibus Personality Inventory
Start Date 27 Jun 73 End Date 30 Jun 74

A recent review of the literature regarding the impact of college on students has indicated that the most striking principle in these studies was the tendency of initial differences in characteristics among groups entering diverse settings to increase over time. The purpose of the present study is to explore the conditions under which this accentuation of initial differences does and does not occur and to analyze the processes which account for this phenomenon. The focus of the study thus concerns the relationship between the processes of selection and the processes of change among college students. The study is an exploratory one designed to test the adequacy of two alternative models of accentuation in a variety of situations where they might be expected to apply. Using data that have previously been gathered for more general purposes, this study provides a comparison of a number of groups of students entering diverse types of settings within a large university with respect to their initial characteristics and subsequent change in those characteristics over time. The elements which comprise the study are those which appear to be most crucial in illuminating the distinctive processes of accentuation. (Author)

EP732195 $1,200 Goebel

An Investigation of the Efficacy of Programmed Instruction in Rhythmic Dictation to Increase Musical Achievement among Upper Level Elementary Students.

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National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Minnesota Congressional District Number 7
GRANT: NE-G-00-3-0057
FY73-$1,200 01-Jul-73 TO 31-Dec-74
DESCRIPTORS: Applied Music, Elementary School Curriculum, *Individual Instruction, Musical Instruments, *Music Education, *Programed Instruction, Programed Units, Response Mode
Start Date: 1 Jul 73 End Date: 31 Dec 74

An experimental study is proposed to investigate the efficacy of programed instruction and practice in rhythmic dictation for upper elementary students as a supplemental strategy to attain increased musical achievement. One of the objectives of American music education is to teach children to read music. It is hypothesized that instruction and practice in rhythmic dictation will provide independent conceptualization, kinesthetic-aural associations, and an increased music reading achievement among music students. Programed instruction, based on a learning hierarchy, will be developed and packaged as a series of five fifteen to twenty minute lessons recorded on magnetic tape cassettes with accompanying response books. Rhythmic perceptions will be reviewed as the students are required to write sequentially more difficult rhythmic dictation. Visual and aural cues will be provided in the program to facilitate recall of subordinate learning sets. At least 150 sixth grade students from two Moorhead, Minnesota public schools will participate in the study. Two classes in each of two schools will comprise the experimental group, the other four classes will serve as the experimental control. All subjects will be pretested using Musical Aptitude Profile to provide the B (level) dimension in a multi-dimensional treatments-by-level design. Instrumental training will be the C dimension, and mean scores attained on the rhythmic subtests of Iowa Tests of Musical Literacy, Level I by the experimental and control groups will be compared as the A dimension (main effect). (Author)

EP732207 $39,775 Wheeler

Project for Research in Student Learning.

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CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
California Congressional District Number 13
GRANT: NE-G-00-3-0128
FY73-$39,775 27-Jun-73 TO 21-Mar-75
DESCRIPTORS: Academic Achievement, Data Analysis, *Educational Environment, *Educational Research, Environmental Influences, *Hypothesis Testing, Learning Activities, *Models, Observation, Policy Formation, *Projects, Research Methodology, Time Factors (Learning)
Start Date: 27 Jun 73 End Date: 21 Mar 75

The proposal focuses on some issues which have been largely overlooked in the debate about the importance of the school environment as a determinant of student scholastic performance. Specifically, we propose to test three hypotheses dealing with (i) the impact of the school environment over time, (ii) the locational choices of teachers, and (iii) the interrelationships between the student's sense of fate control, the amount of school inputs he receives, and his scholastic achievement. The procedures employed in testing these hypotheses are similar to the extent they all utilize the same body of data and assume the same general model of learning. The emphasis of the proposed research lies with the first hypothesis. Using longitudinal data on student observations, we shall estimate the time pattern of school resource effectiveness; in other words, we shall attempt to determine where in the student's school life additional resources would have the greatest impact in terms of some final achievement score. The question will be tackled using two alternative models: (i) a distributed lag model and (ii) a control model. The results of the analysis may have important policy implications with respect to how schools should allocate resources between different grade levels; the implications are especially important for compensatory education programs. (Author)

EP732218 $9,957 Lord

School Productivity and the Classroom Environment.

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CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology.
Illinois Congressional District Number 1
GRANT: NE-G-00-3-0143
FY73-$9,957 01-Jul-73 TO 30-Jun-75
DESCRIPTORS: Academic Performance, Classroom Environment, Cognitive Development, Educational Finance, Educational Programs, *Effective Teaching, Models, *Predictor Variables, *School Environment, School Funds, Student Characteristics, *Student Teacher Relationship, *Teacher Characteristics
Start Date: 1 Jul 73 End Date: 30 Jun 75

A major aim of this study is to serve educational decision makers by contributing to knowledge about factors determining the effectiveness of schools in working with various categories of students distinguished primarily by race, sex and socioeconomic status of the student body. The analysis takes the classroom as the unit of observation, but disaggregated by sex/race groups within a classroom. First steps in the analysis will use ordinary least squares regression techniques to estimate production functions for cognitive and non-cognitive performance as output variables. The "efficiency" of the schools will be defined in terms of positive or negative deviations from outputs predicted by initial student characteristics and backgrounds, teacher characteristics, school expenditures and school programs. Variables that measure the "school atmosphere" in terms of social interactions among pupils and staff are then introduced as intervening endogenous variables in a recursive analysis. One of the key questions at this stage is how far the school atmosphere may account for differences in measured efficiency beyond those aspects of the atmosphere that are explained by the endogenous variables. (Author)

EP732221 $10,000 Carol

Collective Negotiations, Work Stoppages, and the Effect of Negotiations on Teachers Salaries in Ohio's Public Schools.

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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Ohio Congressional District Number 7
GRANT: NE-G-00-3-0035
FY73-$10,000 27-Jun-73 TO 30-Jun-74
DESCRIPTORS: Budgets, *Collective Negotiation, Data Analysis, *Educational Finance, Models, Policy Formation, *Public Schools, *Strikes, *Teacher Salaries

IDENTIFIERS Ohio
Start Date 27 Jun 73 End Date 30 Jun 74

We propose to analyze the 1) growth of collective negotiations, work stoppages and 2) impact of negotiations on teachers salaries in Ohio's public schools. Collective negotiations and strikes are increasing in the nation's public schools. Moreover, the increasing demand for higher teacher salaries is competing for a larger share of the public budget. Our disaggregated data base, which is superior to those used in previous studies, permits us to analyze the growth of collective negotiations in individual school districts by SMSA Central City, SMSA Suburb and non-suburban units. ANOVA techniques will be employed to analyze work stoppages. A regression model will be used to show the relationship between the growth of collective negotiations and the independent variables that are associated with Ohio's school districts. Minimum, maximum and average salaries will be regressed against our independent variables to determine the impact of collective negotiations on teacher salaries. This study should contribute toward the development of public policy to permit free collective bargaining with improved procedures to mitigate the threat or existence of work stoppages. Moreover, it will be possible to analyze if salaries are being changed by collective negotiations. (Author)

EP732228 $9,991 Goebel

The Effects of the Strength and Number of Visual Mediators in the Learning Process.

INVESTIGATOR Bolz, Charles Redford
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Texas Univ, Austin
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 8004154 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Texas Congressional District Number 10
GRANT NE-G-00-3-0126
FY73-$9,351 27-Jun-73 TO 31-Dec-74, FY74-$640 27-Jun-73 TO 31-Dec-74
DESCRIPTORS Associative Learning, Film Production, Film Study, *Imagery, *Instructional Films, Instructional Television, *Mnemonics, *Paired Associate Learning, Research, *Visual Learning
Start Date 27 Jun 73 End Date 31 Dec 74

While imagery research has remained the domain of the isolated learning-cognitive theorists, educators have remained ignorant of the functional parameters of the use of visual mediators which have been shown to greatly facilitate learning in children. Film is a very fertile research medium because of its flexibility and potential for precision, but educators and psychologists avoid it because of the seemingly overwhelming technical aspects of film production. However, the impact of instructional films and their ease of use by teachers still holds the interest of educators. The coordination of imagery learning theory, instructional film procedures and film production techniques is an obvious and necessary step in the development of American education. This investigation will establish general research procedures to conduct further experiments over the next several years. It will also answer the following four specific questions relevant to the central issue of visual imagery in instructional film and learning theory: (a) does the use of a visual mediator have an effect on learning, (b) does the number of visual mediators have an effect on learning, (c) does the strength of mediators have an effect on learning, and (d) is there an interaction of effects on learning between the number and strength of visual mediators. (Author)

EP732286 $10,000 Breedlove

The Effect of the Structural Organization of Classrooms on the Cohesiveness of Student Peer Groups.

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 9 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Wisconsin Congressional District Number 2
GRANT NE-G-00-3-0105
FY73-$10,000 01-Sep-73 TO 30-Jun-74
DESCRIPTORS Elementary School Students, Formative Evaluation, *Open Education, Peer Groups, *Peer Relationship, *Self Contained Classrooms, Social Environment
Start Date 1 Sep 73 End Date 30 Jun 74

The aim of the proposed study is to investigate the relationship between two sociological determinants of learning, the structural characteristics of a classroom and the nature of the student peer group. Specifically, the research will focus on the effect of open versus closed classroom arrangements on the cohesiveness of student peer groups. The study will be both theoretical and empirical. The theoretical part will be an attempt to investigate the existing theories of human social interaction and apply them to the process of peer group formation. This will be done in the context of the classroom. Two situations will be distinguished: the student centered, highly interactive, open classroom and the teacher centered and controlled, low interaction closed classroom. The theories will be applied to both situations in an attempt to shed light on the effect of the structural arrangement of the classroom on the process of peer group formation and development. The empirical study will involve collecting sociometric data from sixth, seventh and eighth grade children in both open and closed classrooms. These data will be analyzed to determine the cohesiveness of the peer groups in the different kinds of classrooms. The methodology employed to measure cohesiveness involves a mathematical model of friendship structure in small groups, a more sophisticated technique than traditional methods of analyzing sociometric data. (Author)

EP732306 $8,969 Pruitt

An Analysis of Instructional Organization and Implementation Strategies in Highly Individualized Elementary Schools within the Metropolitan Chicago Area.

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Chicago Consortium of Colleges and Universities, Ill
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Illinois Congressional District Number 7
GRANT NE-G-00-3-0098
FY73-$8,969 27-Jun-73 TO 30-Sep-74
DESCRIPTORS Computer Programs, Educational Attitudes, *Elementary Schools, Factor Analysis, *Individualized Instruction, Interviews, *Organization, Questionnaires, Standards, Surveys, *Teaching Techniques, Testing, *Urban Areas
IDENTIFIERS Chicago, Illinois
Start Date 27 Jun 73 End Date 30 Sep 74

This descriptive study will provide a systematic examination of primary factors leading to the successful organization and implementation of formal programs of individualization. A criteria for a minimum level of formal individualization will be used to screen every elementary school within a 100 mile radius of Chicago. The initial survey instrument has been constructed so as to permit a computer identification of those schools most nearly fitting the criteria. The computer program is constructed so that schools are not identified on a single pattern of organization or implementation. From the population of 2,411 elementary schools, 100 or fewer will be identified. Fifteen to twenty of these schools will be selected for the final analysis. The instructional organization and implementation strategies will be examined in terms of fourteen elements identified in the literature as contributing to successful programs of individualization. This analysis has two primary objectives: Objective No. One: The documentation of repeated patterns of instructional organization in highly individualized elementary schools. Objective No. Two: A study of the correlation between group cohesiveness and selected elements of instructional organization within highly individualized elementary schools. Ten of the fourteen elements deal with instructional organization itself. The last four deal with attitudes which in themselves can prevent the proper functioning of the organizational pattern. Two instruments are used, the first, a questionnaire administered in a structured interview setting which will relate to the first ten organizational concerns. The second, a test of group cohesiveness. The components of this test correspond to the last four of the fourteen elements to be examined. A secondary product of the above study will be the identification of the 100 or fewer elementary schools fulfilling the initial criteria. (Author)

EP732314 $73,682 Penny

The Role of 'Effort after Meaning' and 'Click of Comprehension' in Recall of Sentences.
INVESTIGATOR: Bransford, John D.
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Vanderbilt Univ., Nashville, Tenn.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 27 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Tennessee Congressional District Number 5
GRANT: NE-G-00-3-0026
FY73-$73,682 27-Jun-73 TO 31-Aug-76
DESCRIPTORS: *Cognitive Measurement, Comprehensive Programs, Intellectual Development, Measurement Techniques, Memorizing, Reading Comprehension, Semantics, *Word Recognition
IDENTIFIERS: Imagery Theory
Start Date 27 Jun 73 End Date 31 Aug 76

The present proposal seeks to refine and elaborate a general approach to comprehension that attempts to identify certain cognitive operations that are prerequisites for effective understanding. The proposal focuses on certain types of cognitive operations and their effects on recall. Four hypotheses are evaluated: (1) That operations necessary to produce a "click of comprehension" are prerequisites for effective remembering; (2) that given an eventual "click of comprehension," greater complexity of necessary operation facilitates recall; (3) that certain classes of lexical items differ in terms of the cognitive operations that comprehenders are led to perform; and (4) that there are different levels of comprehension that produce different effects on recall. The proposal proceeds as follows: (1) the proposal studies are grounded within a general framework of comprehension; (2) the above mentioned hypotheses are contrasted with predictions made from other orientations (e.g., imagery); (3) pilot studies demonstrating the feasibility of the present approach (and demonstrating problems with imagery theory) are outlined; (4) nine studies dealing with the above mentioned hypotheses are proposed and a number of potential offshoots are presented; and (5) implications of the present proposal for questions about educational instruction are discussed. (Author)

EP732330 $99,561 Brainard

Psychophysiological Studies of Attention during Infancy and Early Childhood.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 26 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 21
GRANT: NE-G-00-3-0013
FY73-$99,561 27-Jun-73 TO 31-May-76
DESCRIPTORS: *Attention, *Attention Control, Attention Span, *Behavior Development, Conditioning, Development, Early Childhood, Environmental Research, *Heart Rate, Infancy, Orientation, *Physiology
Start Date 27 Jun 73 End Date 31 May 76

An individual's ability to selectively attend to appropriate stimuli is a major determinant of successful survival. Historically, a major concern of education has been to improve the probability of survival and quality of life by training individuals to selectively respond to the environment. The proposed research deals with the elucidation of physiological measures which will be helpful in both predicting the individual's attentional capacity and monitoring developmental changes in attentional responsivity. The proposal describes the rationale and methods of an integrated research program investigating the relationship between heart rate responses and attention during infancy and early childhood. The methods emphasize the investigation of heart rate responses associated with four processes: sustained attention, orientation, habituation and conditioning. The objective of the research is to distinguish the earliest age at which heart rate responses will be stable indicators and predictors of attention related behavior. (Author)

EP732334 $71,758 Frechtling

Cognitive Factors in Children's Listening and Reading Comprehension: Assessment and Facilitation.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Tennessee Congressional District Number 5
GRANT: NE-G-00-3-0089
FY73-$71,758 27-Jun-73 TO 31-Aug-75
DESCRIPTORS: Childhood, *Cognitive Development, Cognitive Measurement, *Cognitive Processes, *Comprehension, *Comprehension Development, Evaluation, *Language Ability, Reading Comprehension, Semantics
Start Date 27 Jun 73 End Date 31 Aug 75

Understanding of language comprehension has been impeded by the lack of adequate theoretical and methodological bases for analysis. However, recent research in cognitive psychology and psycholinguistics which emphasizes the constructive and semantic aspects of comprehension may provide a potential solution. Our proposed research is an integration of the theory and method used to investigate adult language comprehension with the knowledge concerning cognitive development and reading comprehension. Our efforts are directed toward understanding how young children of various abilities comprehend information in sentences and paragraphs. Experiments 1 and 2 are primarily assessment investigations of children's extraction of ideas from prose passages. However, we want to extend our research beyond assessment and determine ways in which children's comprehension can be promoted. Several of the proposed studies investigate the effects of structural variations in the passages presented to subjects. On the other hand, several studies are concerned with variations in the way subjects process the information, e.g., active-passive interaction with the passages and comparisons of reading and listening comprehension. (Author)

EP732339 $211,100 McDaniels

Foliow-Up of 1000 Project Talent 30 Year Olds.
INVESTIGATOR: Flanagan, John C.
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American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: B004154 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
California Congressional District Number 17
GRANT: NE-G-00-3-0148
FY73-$211,100 01-May-73 TO 30-Jun-75
DESCRIPTORS: Adults, *Behavioral Science Research, Curriculum Development, Curriculum Evaluation, *Educational Attitudes, *Educational Objectives, Followup Studies, Interviews, *Longitudinal Studies, Program Evaluation
IDENTIFIERS: Coleman Report, National Assessment of Educational Progress, Project TALENT

Start Date 1 May 73 End Date 30 Jun 75

An empirical study to collect a substantial amount of data on the adequacy of the educational experiences of typical young people is proposed. These data would serve as a partial basis for formulating more appropriate statements of educational goals and priorities as a basis for developing effective educational programs. Longitudinal data are believed to be essential to the study of educational adequacy. The availability of 2,000 items of information collected on a representative sample of 400,000 secondary school students in 1960 together with one, five, and eleven year follow-up data provide a uniquely valuable resource. These young people can still remember their educational experiences and have had enough experience with adult roles and activities to relate the education received to the requirements of the life they wish to live. A sample of 1,000 TALENT participants representative of the nation's 30 year-olds will be interviewed at length (3 hours) to add to the information on family background, interests, values, educational history, and personal and social development available in the computer files. The information from this sample will be supplemented to include data from more current educational programs by giving TALENT type tests and questionnaires to samples of 1,000 9, 13, and 17 year-olds. These students will also be interviewed. These data will be analyzed to indicate the major implications for formulating educational priorities and goals. The analysis and interpretation will cover all important aspects of life and the adequacy of past and present educational programs in preparing the individual to achieve his life goals. (Author)

EP732406 $9,725 Sandler

Home School Differences in Political Learning: Television's Impact on School Children's Perceptions of National Needs.
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ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Pennsylvania Congressional District Number 1
GRANT: NE-G-00-3-0037
FY73-$9,725 27-Jun-73 TO 03-May-74
DESCRIPTORS: Elementary Education, Experimental Curriculum, Family Environment, Multimedia Instruction, *Political Influences, *Television
Start Date 27 Jun 73 End Date 3 May 74

This proposed study will attempt to investigate the relative effectiveness of in-classroom print material and non-classroom electronic material as agents in the learning of social and political values and realities for various student populations. Specifically, we propose a longitudinal content analysis of My Weekly Reader (and its upper-grade equivalents) and of networks television news. This content analytic process will be supplemented with single-shot interviews of parents and teachers of school children-subjects. At three month intervals fourth, sixth, and eighth grade students will be asked, in oral interview, what they believe to be "the most important problem facing America today." Responses to this, and to supplementary questions (five-minute interviewing will be our norm), will tap the stages of political awareness of these students. Patterns and distributions of news content from the electronic and from the print information sources can then be compared with these responses, and the predictive power of these two independent variables as contributors to the students' responses can be ascertained. Data from interviews of teachers and parents will be used to control for the exogenous influences of non-mass media sources of information and values. A supplementary random sampling of network news broadcasts will be conducted from which characteristics of the news message of a visual nature can be established and analyzed according to the issue-areas of the students' responses. (Author)

EP732419 $11,493 Harbeck

General Heuristics in the Instruction of Mathematical Problem Solving.
INVESTIGATOR: Hatfield, Larry L.
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Georgia Univ., Athens
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AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Georgia Congressional District Number 10
GRANT: NE-G-00-3-0019
FY73-$11,493 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: Audiovisual Instruction, Educational Objectives, Elementary School Students, Game Theory, *Mathematical Concepts, *Mathematical Enrichment, *Mathematics Curriculum, Measurement Goals, *Problem Solving, Testing
IDENTIFIERS: Productive Thinking Program
Start Date 27 Jun 73 End Date 31 Dec 74

This investigation will seek to provide preliminary evidence of the efficacy of emphasizing general heuristics in the learning of mathematical problem solving. Fifth-grade subjects will be trained in the use of general strategies, ala Polya, during the instruction of thirty problem solving episodes. Teacher modelling of the identification and use of heuristics for the sample group will serve as the primary instructional approach. However, six episodes, spaced throughout the treatment, will be conducted as individual interviews to provide a more clinical setting. Protocols from these interviews will be analyzed to characterize the child's use of general strategies. This formative investigation should set the stage for subsequent clinical, as well as experimental, studies of the psychology of mathematical problem solving learning and instruction. (Author)

EP732457 $69,856 Brainard

Serum Uric Acid and Cholesterol Correlates of Achievement in West Point Cadets.
INVESTIGATOR: Kasl, Stanislav V.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Connecticut Congressional District Number 3
GRANT: NE-G-00-3-0009
FY73-$69,856 27-Jun-73 TO 31-Mar-75
DESCRIPTORS: *Academic Achievement, Academic Aspiration, *Behavior, Behavior Change, *Behavior Patterns, *Biochemistry, Cocurricular Activities, Leadership Styles, Motivation, *Physiology, Study Habits, Study Skills
IDENTIFIERS: *Cholesterol, United States Military Academy, *Uric Acid
Start Date 27 Jun 73 End Date 31 Mar 75

The proposed study is a replication and extension of previous work on biochemical correlates of achievement. Specifically, the study will take advantage of the availability of some 4,700 blood specimen from the entire entering class of 1969 at the U.S. Military Academy at West Point. These frozen sera represent 4 yearly collections of bloods. The study will carry out serum uric acid and serum cholesterol determinations and will then explore the association of these 2 biochemicals to diverse indices of current and past scholastic achievement and performance. The major proposition to be tested is that the cadets who are high on serum uric acid and low on cholesterol will give evidence of high achievement and motivation, as reflected in such indices as past and current grades, high level of participation in extracurricular activities, and higher aspirations beyond college. Because of the longitudinal nature of the study, it is also possible to analyze the fluctuations in the 2 biochemical variables in relation to fluctuations in performance, and to study changes in the biochemicals for cadets who drop out vs. those who remain and graduate. The highly standardized environment of the U S Academy makes it a desirable setting in which to conduct this study (Author)

EP732464 $9,934 Johnson

An Observational Learning Approach to the Modification of Conceptual Tempo based on Attention and Memory Differences in Reflective and Impulsive Children.
INVESTIGATOR Weiner Alan S
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 23 Feb 73
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
New York Congressional District Number 32
GRANT NE-G-00-3-0059
FY73-$9,934 27-Jun-73 TO 31-Dec-74
DESCRIPTORS Attention, *Cognitive Development, Cognitive Processes, *Conceptual Tempo, Individual Characteristics, *Individual Development, Learning Processes, Memory, Mnemonics, Models, *Observational Learning, Organization, Recall (Psychological), Recognition, *Response Mode
Start Date 27 Jun 73 End Date 31 Dec 74

Reflection - Impulsivity refers to a stable, individual-difference variable in cognition Reflective (R) children take longer to respond and make fewer errors than Impulsive (I) children on tasks involving response uncertainty. Since R children do better than I children in school related tasks such as reading and inductive reasoning, attempts have been made to make I children more reflective by exposing them to R models The proposed research will explore the possibility that the limited success of these attempts is due to the lack of knowledge of attention and memory differences between I and R children which may be basic to successful observational learning The research will also try to determine if the I-R dimension reflect a capacity or a performance difference Study I will use an incidental learning task to explore attentional differences between I and R children Study 2 will examine memory differences and organizational strategies on a free-recall task Study 3 will use a visual masking paradigm to examine differences in rates of information processing in I and R children The findings of Studies 1, 2, and 3 will be used to determine the model's actions in Study 4 which will try to modify I responding The effectiveness of the modelling techniques will be assessed on both cognitive and "non-cognitive" tasks which are related to school performance (Author)

EP732501 $12,621 Segal

Determining Cost Effectiveness in Reading Instruction: A Feasibility Study.
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Louisville Board of Education, Ky
ORG TYPE State /Local Education Agency
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
Kentucky Congressional District Number 3
GRANT NE-G-00-3-0142
FY73-$12,621 27-Jun-73 TO 30-Jun-74
DESCRIPTORS *Cost Effectiveness, Curriculum Evaluation, Early Childhood, Educational Accountability, *Feasibility Studies, *Reading Development
Start Date 27 Jun 73 End Date 30 Jun 74

This study proposes to investigate the feasibility of a cost-effectiveness technique which uses the following types of data in analyzing alternative instructional programs in reading (1) Program descriptions (2) Student characteristics (3) Effectiveness measures, and (4) costs Five alternative diagnostic, prescriptive, individualized (DPI) reading instruction models will be monitored and analyzed using data available in the four categories listed above Cost effectiveness ratios will be computed using a four dimensional space decision model Resource allocation alternatives will be determined via linear programming The final report will include (1) description of cost-effectiveness technique, (2) description of the implementation of the technique, with a special emphasis on operational problems, (3) four-dimensional space model with cost-effectiveness ratios, (4) analysis of data, including the inequalities and results of a simplex solution for allocating resources, and (5) suggestions for application of the method and implications for further research (Author)

EP732526 $102,038 Beezer

An Evaluation of Some Methods Used in the National Assessment of Educational Progress.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst of Education (DHEW), Washington, D C Measurement and Methodology Program
National Inst of Education (DHEW), Washington, D C Office of Research
North Carolina Congressional District Number 2
GRANT NE-G-00-3-0111
FY73-$102,038 27-Jun-73 TO 30-Jun-75
DESCRIPTORS *Analysis of Variance, Community Characteristics, Data Analysis, *Educational Status Comparison, *Evaluation, Measurement, Parent Education, Performance, Psychometrics, *Reliability, *Statistical Analysis
IDENTIFIERS Balancing, NAEP, *National Assessment of Educational Progress
Start Date 27 Jun 73 End Date 30 Jun 75

The National Assessment of Educational Progress (NAEP) has had as its purpose "the measurement of change in what children and young adults can do" NAEP Report 7 (1971) is of particular interest and importance in that it characterizes the performance of blacks of respondents with differing levels of parental education, and respondents from differing types of community The authors note that the report describes differences as they are and as they would be in particular subgroups if the effects of other characteristics were represented proportionately in each subgroup Since in a direct comparison between group effects, one characteristic can masquerade effects of another, the method selected for comparing groups is of great importance For example, on science exercises in the report there is a 20% difference between the extreme affluent suburbs and the extreme inner city Because of the difference in parental education of the two groups, part of this 20% difference may be "considered to grow out of the difference in parental education" One would wish to compare the two groups as if they were comparable with respect to parental education The procedure called "balancing" is introduced in the NAEP report as an adjustment method for this purpose Little seems to be known about the properties of the method beyond the brief description given in the report Since it is apparent that "balancing" is being used extensively both in the NAEP work and in the analysis of data from state assessments such as the State Assessment of Educational Progress in North Carolina, the development of a better understanding of the method and an evaluation of its strengths and weaknesses is vital (Author)

EP732548 $10,000 Rist

Longitudinal Study of Recruitment of Students into Black Power Movement and Subsequent Effect on Student Performance and Attitudes.
INVESTIGATOR Jacobson, Cardell K
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Policy Studies Div
Wisconsin Congressional District Number 5
GRANT NE-G-00-3-0053
FY73 $10,000 27-Jun-73 TO 31-Jan-75

DESCRIPTORS Academic Performance, *Black Power, Changing Attitudes, Data Analysis, Equal Education, Integration Effects, Junior High Schools, Nationalism, *Recruitment, *School Integration, Senior High Schools, Socialization, *Student Attitudes, *Student Behavior
Start Date 27 Jun 73 End Date 31 Jan 75

The proposed research will examine (1) the relationship between integrated education and the rise of support for black separatism, (2) the processes of recruitment into black power and black separatism movements, (3) the effect of recruitment into and espousal of black separatism or black power ideology upon the attitudes and subsequent performance of students, and (4) the development of cooperative or hostile experiences in integrated schools and their effect upon subsequent attitudes and student performance. A longitudinal (panel) design is proposed to study students in selected Milwaukee junior and senior high schools which vary in proportions of black and white students. The survey data collected will allow the study of changes in attitudes, identification with various black power groups and student performance that result from integrated and non-integrated school experiences. (Author)

EP732564 $5 408 Brainard

Development of Speech Acts in Children from Two to Seven Years.

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City Univ of New York, N Y
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 27 Feb 73
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
New York Congressional District Number 18
GRANT NE-G-00-3-0047
FY73-$5,408 27-Jun-73 TO 31-Aug-74
DESCRIPTORS Childhood, Child Language, Infancy, *Oral Communication, Pronunciation, Speech Evaluation, *Speech Habits, *Verbal Development
Start Date 27 Jun 73 End Date 31 Aug 74

The purpose of the proposed research is to construct a complete theory of language development which has thus far only been outlined on the basis of a pilot study. The theory involves a unique approach to the problem of how language develops in children. Whereas most recent studies of language development have focused on the acquisition of abstract linguistic knowledge, the proposed research focuses on the speech act (described below) as the basic unit of linguistic communication. The goal of such a theory is to describe and explain the child's acquisition of communicative competence, as distinct from his linguistic competence. The research will begin with a review of the recent literature and an analysis of data collected in terms of other theoretical frameworks. These results will be compared to the data collected in a pilot study on speech act development. The major part of the research procedure will consist of pre-experimental observations of children (older than those in the pilot study) in order to establish a typology of speech acts for children of various ages. In elaborating on the theory, an overall research design and methodology for the experimental investigation of speech act development will be specified. The ability to perform a wide range of speech acts is an integral part of the child's ability to communicate. The child's repertoire of speech act types, his style of speech act performance, and any disturbance of his speech acts will determine to some extent his behavior in educational situations. (Author)

EP732586 $15 783 Pemberton

History of the Black Schools of N.Y. State, 1704-1942.

INVESTIGATOR Mabee, Carlton
ADDRESS Dept. of History, State Univ. Coll., New Platz, N.Y. 12561, (914)257-2672
State Univ. of New York, Albany
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
New York Congressional District Number 28
GRANT NE-G-00-3-0083
FY73-$15,783 27-Jun-73 TO 30-Jun-76
DESCRIPTORS Cognitive Measurement, *Educational Environment, *Educational Quality, Educational Research, *Negro Students, Racial Balance, Racial Factors, Social Isolation
Start Date 27 Jun 73 End Date 30 Jun 76

This is a proposal for a book on the history of the legally separate black schools of New York State from about 1704 to 1942. While much has been known about the black schools of the South, very little has been generally known in our time about the black schools of the North. With the increasing population of blacks in the North in the 20th century, and the increasing awareness of the problems of de facto segregated schools in Northern cities, a long perspective on the education of blacks in the North becomes crucial for an unemotional, balanced understanding of those problems. This study of the black separate schools of New York State will include a consideration of issues which are still current in regard to black education, such as who should control it, whether blacks or whites should teach blacks, the quality of black education, what should be taught, why attendance was poor, and to what extent black pupils achieved. Since little has been written on this subject, this study will be written to a large extent from the limited original sources available, including local school board records, state education records, memoirs, black and abolitionist newspapers, and manuscript collections. (Author)

EP732595 $217,813 Brainard

Neural Predictors of Performance in Grades K, 1, 2.

INVESTIGATOR Perry, Nathan W., Jr.; Childers, Donald G
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Florida Univ., Gainesville
ORG TYPE College/University
AWARD TYPE COMP
FUNDING AGENCY National Inst. of Education (DHEW), Washington, D C
CAN NO 2500601 PROPOSAL DATE 15 Feb 73
National Inst. of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
Florida Congressional District Number 2
GRANT NE-G-00-3-0010
FY73-$217,813 27-Jun-73 TO 31-Jul-76
DESCRIPTORS *Academic Performance, Correlation, *Elementary School Students, Intelligence Level, Longitudinal Studies, *Neurology, *Perception, *Predictive Ability (Testing), Predictive Measurement
IDENTIFIERS *Cortical Functioning
Start Date 27 Jun 73 End Date 31 Jul 76

Correlations between intelligence and perception, school performance, and cortical functioning will be established in kindergarten, first, and second grade children. All measures will be obtained longitudinally so that adequacy of the different measures as predictors can be assessed as a function of development. The visual evoked response (VER) will be the measure of cortical activity and can be obtained simply and safely from scalp electrodes. Low but significant correlations have been established between the VER and intellectual performance and the goal will be to increase practicality of the VER as a predictor through extensive and in some cases unique analyses. The role of cortical functioning in development and learning is crucial but generally unknown. Completion of this research will give a picture of this role from the fifth to seventh year, the period when formal education begins and when current assessment and prediction methods are most variable. Refinement of an objective test of neural function or efficiency would not wholly negate effects of previous experience but would allow prediction independent of motivation. (Author)

PROJECT RESUMES

EP732616 $56,216 Frechtling

Children's Reproduction of Modeled Sequential Actions.
INVESTIGATOR: Uzgiris, Ina C
ADDRESS: Dept of Psychology, Clark Univ., Worcester, Mass 01610, (617)793-7271
Clark Univ., Worcester, Mass
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Essential Skills Div
Massachusetts Congressional District Number 3.
GRANT: NE-G-00-3-0015
FY73-$56,216 27-Jun-73 TO 31-Aug-76
DESCRIPTORS: Achievement Rating, Childhood, Classroom Research, *Demonstrations (Educational), Experimental Curriculum, *Observational Learning, Perceptual Development
Start Date 27 Jun 73 End Date 31 Aug 76

While recent research leaves little doubt that children are influenced by models and can acquire various behaviors by observing them performed, relatively little is known about (a) the factors affecting which particular aspects of a model's complex action will be selected for reproduction, (b) the manner in which imitated behaviors are incorporated into on-going activity, and (c) the effects of age and cognitive ability on reproduction of modeled actions. A series of experimental studies to examine these issues are proposed. Children between four and nine years of age will be asked to reproduce a modeled activity, which will be composed of delineated units and will permit execution at different levels of fidelity to the cognitive demands of the task (e.g., objects used in the task will vary systematically in number, form, hue and ordering). Children's behavior will be monitored for planning prior to execution, for organization during reproduction, for characteristics of units reproduced and omitted, and for changes during repeated attempts. Age and repetition are expected to relate to differentiation of units in the task, to planning prior to execution, and to modifiability of the sequence during reproduction. Better understanding of ontogenetic changes in children's reproduction of complex activity is expected to clarify the values of demonstration as a teaching strategy at different age levels. (Author)

EP732620 $122,200 Kelly

The School/Community Input Team as a Social Invention for Review by NIE Panel Four: Social Thought & Processes.
INVESTIGATOR: Santee, Harold T., And Others
ADDRESS: 25 Churchill Ave., Palo Alto, Santa Clara, Calif 94306, (415)327-7100 Ext. 4227
Palo Alto Unified School District, Calif
ORG TYPE: State/Local Education Agency
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
California Congressional District Number 10.
GRANT: NE-G-00-3-0178
FY73-$122,200 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: Community Cooperation, *Educational Planning, Educational Research, *Educational Specifications, Elementary Education, *Participant Involvement
Start Date 27 Jun 73 End Date 30 Jun 76

This proposal is for a grant to conduct applied research in participatory educational planning. In conventional practice, educational planning is a small part of the decision making process conducted by school administrators. Typically, planning is a technical, rational, value-free activity which is concerned with enrollment, financial projections, budgets and curriculum planning. This project describes systematic research on a fundamentally different approach to educational planning which will be tried in a well-known suburban school district. In this new form of planning, the planning function within a school district is seen as an intervention technique for making major improvements in the school system while simultaneously developing a wholly new relationship between the community and the school system. The twin problems of changing existing school systems and building school-community relations exist everywhere. If the new approach to planning is successful, it may represent a significant breakthrough in models for school/community participation in policy formation and innovation in education. Participatory educational planning, as the new system is called, involves the creation of six to nine School/Community Input Teams within the school district. These Teams will consist of students, parents and other citizens, administrators, and teachers. These Teams will be trained to become professional, competent, educational planning bodies. By the intervention of these Teams into the ongoing affairs of the District, the separation between educational planning and policy formation will be diminished, the scope of planning activities will be expanded, the separation between parents, students, teachers and administration at crucial points in the decision making process will be reduced, and the concept of planning itself in a school district will be modified from a purely technical activity to a valuable educational process which includes technical activities. (Author)

EP732623 $341,620 Hodes

State Budgeting for Higher Education: Practice and Theory.
INVESTIGATOR: Glenny, Lyman A
ADDRESS: Center for Research & Develop. in Higher Education, 2150 Shattuck Ave., Berkley, Calif 94704, (415)642-7509
California Univ., Berkeley
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
California Congressional District Number 7.
GRANT: NE-G-00-3-0210
FY73-$341,620 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: Administrative Policy, *Budgeting, *Business Administration, *Economic Research, *Educational Finance, Field Studies, Secondary Schools, State Agencies
IDENTIFIERS: Postsecondary Education (PSE)
Start Date 27 Jun 73 End Date 30 Jun 76

State agency and higher institutional budget professionals express a serious and felt need for orderly description and analysis of state budget formulation for postsecondary education. Moreover, the area lacks theoretical investigation. The proposed study will meet these needs by intensive field investigation in 18 states supplemented by a questionnaire survey of all 50 states. The study will focus on the administrative and policy interface between postsecondary education and state agencies during the period from submission of institutional budget requests until appropriation. The three-year, six phased study will utilize a common data base for descriptive and analytic purposes, and a by-product will be a computerized data bank for further needs. One output will be a descriptive report which will discuss and graphically compare state budget formulation across the dimensions of organizational structures, processes, values, and attitudes. A measure of effectiveness of budget formulation processes will be developed and tested. A second output will be an analytic report which will contain the results of testing selected propositions of organization theory as well as a theoretically derived set of related propositions based on an hypothesized tension between "traditional" and "planning" paradigms of the budgetary decision processes. (Author)

EP732657 $9,972 Turk

Enhancing Reading Achievement in School Children by the Fuller Method.
INVESTIGATOR: Herskovitz, Frieda S
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Temple Univ., Philadelphia, Pa
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Pennsylvania Congressional District Number 3.
GRANT: NE-G-00-3-0113
FY73-$9,972 27-Jun-73 TO 31-Oct-74
DESCRIPTORS: *Achievement Tests, Average Students, *Educational Psychology, Elementary School Students,

*Reading Level, *Reading Tests, Retarded Children, Teaching Methods
Start Date 27 Jun 73 End Date 31 Oct 74

The study will seek to determine whether first grade children who receive reading instruction by the Fuller method achieve higher reading skills than similar children in the same schools who receive the regular reading program, whether children who receive small group instruction by the Fuller method achieve at the same level as children who receive individual instruction by the Fuller method, and whether retarded educable children make greater gains under instruction with the Fuller Reading System than they had previously achieved under traditional methods. The experimental procedures include random assignment of all first graders in two schools to four experimental and four control classes. Reading readiness will be assessed to determine comparability of the groups. Control classes will receive the regular academic program, experimental classes will receive reading instruction by the Fuller method. After an initial period, small group instruction will be instituted in two of the experimental classes; the other two will remain on an individual basis. Four retarded educable classes will also receive the experimental treatment. The effects of reading instruction by the Fuller method will be assessed, for the first grade subjects, through analysis of the variance among reading scores attained by the experimental and control groups on the California Reading Achievement Test and the Fuller Reading Inventory. For the retarded educable subjects, reading achievement scores attained after experimental treatment will be compared with previous level of achievement through appropriate statistical analysis. (Author)

EP732659 $137,778 Chibucos

The Development of the Imitation in Children 1-3 Years Old.
INVESTIGATOR: McCall, Robert B.
ADDRESS: Perceptual Cognitive Development Section, Yellow Springs, Ohio, 45387, (513)767-7324 Ext. 33
Fels Research Inst., Yellow Springs, Ohio
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Ohio Congressional District Number 7
GRANT: NE-G-00-3-0008
FY73-$137,778 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: Behavior Patterns, Imitation, Infancy, *Observational Learning, *Personality Development, Social Behavior, *Television
Start Date 27 Jun 73 End Date 30 Jun 76

This project will make one of the first systematic, broad-based empirical investigations of the development of imitation in children 1-3 years of age. This project will begin by refining the traditional infant test situation to provide a more rigorous and broadbased assessment of the development and parameters of imitative behavior in the second and third years of life. A series of developmental-experimental investigations are proposed in which a variety of variables that alter infant's and young children's imitative behavior will be investigated. These variables include the effects of film-mediated models, the effects of coding and rehearsal on deferred imitation, the similarity of the model to the subject, the type and sequence of behavior modeled, the realism of the model, the consequences accruing to the model, and the generalization of imitation across tasks and stimulus contexts. From a theoretical viewpoint, the project will provide important information concerning the impact of a range of situational factors on the development of imitation during infancy and early childhood. Special attention will be paid to the ecological validity of the experimental procedures, especially to their relationship to the television context, and to the possible application of the results to improve the educational impact of television programming. (Author)

EP732661 $244,385 Penny

An Information Processing Analysis of Reading.
INVESTIGATOR: Haber, Ralph Norman
ADDRESS: Dept. of Psychology, Univ. of Rochester, Rochester, N.Y. 14627 (716)275-2066
Rochester Univ., N.Y.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 34
GRANT: NE-G-00-3-0090
FY73-$244,385 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: *Cognitive Processes, Experimental Groups, Learning Theories, Perception Tests, *Speed Reading, Visual Measures
Start Date 27 Jun 73 End Date 30 Sep 74

Reading is conceptualized as a process of information extraction constructed from a briefly and imperfectly viewed visual text. From this perspective, a number of experiments are presented to examine the extent to which typical reading involves a letter by letter naming process, or whether some type of direct apprehension of memory occurs for each word or phrase without identification of individual letters. Several experiments are designed to verify the scanning process for non-meaningful strings of letters and of non-meaningful sequences of words, and to compare these to letter and word identification for meaningful words and word sequences. Using these data as a baseline, direct measures of eye movements will be taken when reading such material, to examine the extent to which fixation distance and choices can be predicted from the sequential dependencies in the material. A moving window device will also be used to examine the relationship between the amount of material that can be processed during each fixation, the duration of presentation, and the extent of peripheral viewing permitted. Other studies are concerned with the temporal and spatial organization of the material perceived in a single fixation. The purpose of each of these series of studies is to provide a better understanding of the very basic early perceptual stages in how readers acquire knowledge from the text they are reading. (Author)

EP732664 $59,431 Pruitt

Completion of Research on the Development of an Alternative Learning Environment.
INVESTIGATOR: Moore, Donald R.; Wilson, Thomas A.
ADDRESS: 431 South Dearborn St., Chicago, Ill. 60605, (312)922-7436
Center for New Schools, Inc., Chicago, Ill.
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 7
GRANT: NE-G-00-3-0094
FY73-$59,431 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: *Achievement Rating, *Alternative Schools, Curriculum Research, Decision Making, *Educational Objectives, *Educational Sociology, Institutional Research, Program Evaluation, Race Relations, Secondary Education, Teaching Procedures, *Urban Environment
IDENTIFIERS: *Strengthening Alternative Schools
Start Date 27 Jun 73 End Date 31 Aug 74

This proposal requests support for completion of research concerning the development of an experimental urban high school which sought to attain several widely-stated goals of U.S. education through five fundamental changes in educational practice which focus on the social structure of the school. The first major focus of the research program is on the school's success in attaining its goals. Multiple methods are used, including pre-post achievement tests, standard and specially developed paper and pencil tests, and in-depth interviews. The study of outcomes is conducted within an experimental design featuring random assignment of students to experimental and control treatments. The research also focused on study of the process by which the school attempted to achieve its goals. Employing research methods from anthropology, the researchers focused primarily on the five basic changes in e[illegible]al practice the school proposed to make in achie[illegible] its goals and on problems encountered in this effort. Research methods employed include participant observation, informal interviewing, document analysis, and short structured interviews with random samples of program participants. Two underlying concerns in the study of process were the school's attempt to create alternative structures for performing key organizational functions and the variations of perception of the program and participation in it of students from various racial, ethnic, and SES groups. The completed study will contribute to social science research concerning the organizational structure of schools, the relationship between social background and educational processes and outcomes, and the relationship of qualitative and quantitative research techniques. The strengthening of technical assistance and evaluation procedures for experimental school programs are key practical implications. (Author)

EP732681 $8,506 Goebel

The Pupillary Response as an Index of Cognitive Processing in Mentally Retarded Persons.

INVESTIGATOR: Odom, Penelope B.
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George Peabody Coll. for Teachers, Nashville, Tenn. Center for Southern Education Studies
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 28 Feb 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Tennessee Congressional District Number 5
GRANT: NE-G-00-3-0101
FY73-$8,506 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: Aptitude Tests, *Cognitive Ability, *Cognitive Objectives, *Educable Mentally Handicapped, Educational Retardation, Intelligence, Memorizing, Psychological Testing, Retention Studies
IDENTIFIERS: Mildly Retarded Adolescence
Start Date 27 Jun 73 End Date 31 Aug 74

A model of memory is presented which states that ultimate recall of information is a function of active processing strategies applied by the subject at the time of information presentation. Specific knowledge concerning these strategies has, in the past, been largely limited to interference from recall performance. The pupillary response, a measure which has been found to reflect moment-to-moment fluctuations in processing load on cognitive tasks by nonretarded adult subjects, is suggested as a possible means of better operationalizing active processing strategies. Although there is some evidence to suggest that an active processing strategies model can account for developmental changes in the ability to remember, there have been no studies of the pupillary response during cognitive tasks using children or retarded persons as subjects. Four studies are proposed, the primary data for all of which will be pupillary responses of the subjects recorded cinematographically. The investigators will attempt in the first study to determine whether the same basic pupillary phenomena found on cognitive tasks using nonretarded subjects are found when children and retarded persons serve as subjects. They will attempt to determine in the second and third studies which types of external cues or induced processing strategies are most effective in facilitating memory of retarded persons, and to what extent the pupillary responses correlate with the most efficient strategies. The fourth study will concern the effects of differential incentive conditions on the pupillary response. Overall, the goal of the studies is to develop a better measure of active processing strategies so it can be determined how and under what conditions effective application of strategies by retarded persons and children can be invoked which will facilitate the recall of information. (Author)

EP732702 $10,000 Koehler

Classroom Climate-Achievement Study.

INVESTIGATOR: McKeown, Robin J.
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California Univ., Riverside
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
California Congressional District Number 43.
GRANT: NE-G-00-3-0193
FY73-$10,000 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: Classroom Environment, *Emotional Adjustment, Environmental Influences, Equal Education, Ethnic Groups, Factor Analysis, Junior High Schools, *Motivation, Multiple Regression Analysis, *School Environment, School Personnel, School Role, Senior High Schools, *Social Environment, *Student Reaction, Teacher Attitudes, Teacher Behavior
Start Date 27 Jun 73 End Date 31 Dec 74

The proposed study has three major objectives. First there is the intent to identify and measure certain multi-ethnic student perceptions concerning the role of the school, the attitudes and general behavior of school personnel, and the socio-emotional environment of the school and classroom. Second, there is the intent to determine the degree to which certain of these student perceptions are related to school achievement. Third, there is the intent to develop a student perception measurement instrument that can be easily used by school personnel to assess the socio-emotional climate of a particular school or classroom. The proposed study should be valuable for several reasons. It is becoming increasingly evident that many of the failures of American education are not directly related to the cognitive capabilities of the student or to the cognitively oriented design of the curriculum he encounters. The phenomenological field in which the student functions certainly influences his motivation to learn. There is, however, no adequate means by which the student perceptions of his learning environment may be measured much less assessed. It is the investigator's hypothesis that not only ethnically dissimilar groups but ethnically similar individuals differ significantly in the ways they perceive the purposes, activities, and attitudes of teachers and schools. It is further hypothesized that these perceptions significantly affect student achievement. (Author)

EP732715 $10,000 Breedlove

The Social Impact of School Desegregation.

INVESTIGATOR: Rossell, Christine H.
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Pitzer Coll., Claremont, Calif.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
California Congressional District Number 33
GRANT: NE-G-00-3-0102
FY73-$10,000 27-Jun-73 TO 31-Aug-75
DESCRIPTORS: Community Characteristics, Community Study, Comparative Analysis, Educational Change, Educational Policy, Policy Formation, *School Integration, *Social Change, *Social Influences, *Statistical Analysis
Start Date 27 Jun 73 End Date 31 Aug 75

This is a proposed study of the social impact of school desegregation on the community within which it takes place. It will be a computer assisted, statistical analysis of 110 communities in the United States. We want to know how much school desegregation is possible before it becomes counter productive and in what kinds of communities it "works." The research design for this study is based upon a set of relatively simple assumptions. First, it assumes that the impact of a policy will vary in a non-random fashion. Second, it assumes that these "impacts" are measurable. Third, it assumes that the impact is determined partly by policy variation and partly by variations in community characteristics. More specifically, the proposed research will provide answers to the following questions which have not been adequately dealt with in social science or school desegregation research. (1) What is the impact of a policy aimed at one social area (education) on other areas of the community and how does this impact influence the original goal? (2) To what extent do policy characteristics have an effect on social change rather than and in addition to community characteristics? (3) How does school desegregation controversy vary in its impact over time, how does its impact differ from that of implementation, and what is the cycle of conflict? We feel that the significance of this proposed study will be considerable if for no other reason than that the supposed social integration effects of school desegregation have been an important rationale for educational decision makers The validity of this rationale needs to be systematically examined in a large comparative study such as ours in order to be able to predict and to explain (Author)

Groen

$43,759

EP732724

A Study of the Relative Effectiveness of Non-graded and Graded Instruction in the First Six Years of Elementary Schooling.
INVESTIGATOR Yarborough Betty H
ADDRESS P.O. Box 6173, Norfolk, Virginia 23508. (703) 489-8000 Ext 381
Old Dominion Univ Research Foundation, Norfolk, Va
ORG TYPE College/University
AWARD TYPE COMP PROPOSAL DATE 1 Mar 73
CAN NO 2500601
National Inst of Education (DHEW), Washington, D.C Office of Programs National Inst of Education (DHEW), Washington, D.C Program for Productivity and Technology
Virginia Congressional District Number 2
GRANT NE-G-00-3-0195
FY73 $43,759 27-Jun-73 TO 31-Dec-74
DESCRIPTORS *Academic Achievement, *Affective Behavior, Behavioral Objectives, *Cognitive Development, Curriculum Development, Grade Organization, Personality Development, Primary Education, Student Attitudes, *Systems Approach, *Ungraded Primary Programs, Ungraded Schools
Start Date 27 Jun 73 End Date 31 Dec 74

This study has been designed to produce evidence as to the effectiveness of non-graded procedures in terms of certain aspects of pupil achievement, cognitive development, and affective development It represents the first attempt to compare the long-term effects of the systems approach to non-grading with graded schooling A group of 64 children from the non-graded Chesapeake (Virginia) Demonstration School will be matched (paired) with 64 children from graded Chesapeake schools Pupils will be matched on the basis of age, sex, I.Q and socioeconomic background Fifteen basic hypotheses will be tested The experimental (non-graded) and control (graded) groups will be compared in the following achievement areas (1) mathematics computation, (2) mathematics concepts, (3) reading, (4) vocabulary, (5) language arts and (6) spelling The cognitive development will be compared as to I.Q and relational thinking ability Affective development will be compared as to (1) self-reliance, (2) total personality adjustment, (3) self-concept, (4) attitude toward school, (5) attitude toward teachers, (6) attitude toward home, (7) attitude toward classmates (Author)

Chesley

$9,988

EP732760

Small Group Cooperative Curriculum and Experimental Evaluation.
INVESTIGATOR Deslonde, James L. Bloom, Joan R
ADDRESS School of Education, Stanford, Calif 94305. (415)321-2300 Ext 4894
Stanford Univ, Calif School of Education
ORG TYPE College/University
AWARD TYPE COMP PROPOSAL DATE 28 Feb 73
CAN NO 2500601
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Teaching and Curriculum Div
California Congressional District Number 17
GRANT NE-G-00-3-0109
FY73 $9,988 27-Jun-73 TO 30-Sep-74
DESCRIPTORS *Behavioral Science Research, *Group Behavior, *Intergroup Relations, Reactive Behavior, School Attitudes
Start Date 27 Jun 73 End Date 30 Sep 74

This project proposes testing the effectiveness of a small group curriculum whose objective is to teach cooperative interaction skills The conditions under which cooperation is initiated and maintained is the major focus of this project The sample will consist of 360 junior high boys and girls Subjects will be equally divided among three conditions two experimental and one control condition The experiment will occur in a natural setting Subjects in the control condition will remain in a traditional classroom until the criterion measurement phase Subjects in the two experimental conditions will experience the small group cooperative curriculum as well as the criterion measurement The two experimental conditions will be differentiated in the following way In one small four-person same sex groups will be constituted and maintained throughout the treatment and criterion measurement phases In the second, the subjects will rotate between groups throughout both the treatment and measurement phases This will test whether solidarity is a necessary condition for maintaining cooperative behavior in small groups (Author)

Beezer

$9,963

EP732784

Development and Validation of an Instrument for Measuring Attitudes of Primary Students in a Large Urban School System.
INVESTIGATOR Colwell, David, And Others
ADDRESS Dept of Planning, Research, & Evaluation, 815 Fourth Avenue North, Seattle, Washington 98109. (206)587-3480
Seattle Public Schools, Wash
ORG TYPE State /Local Education Agency
AWARD TYPE COMP PROPOSAL DATE 1 Mar 73
CAN NO 2500601
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Measurement and Methodology Program
Washington Congressional District Number 1
GRANT NE-G-00-3-0063
FY73 $9,963 27-Jun-73 TO 31-Jul-74
DESCRIPTORS Behavioral Science Research, Behavior Patterns, Educational Environment, Educational Programs, Elementary School Students, *Measurement Instruments, *Problem Solving, *Student Attitudes, *Test Validity, *Urban Schools
Start Date 27 Jun 73 End Date 31 Jul 74

A major controversy in contemporary American education focuses on the value of studying student attitudes toward their school experiences While stated goals of most major school systems and many categorically funded educational programs address the need to "improve student attitudes," significant numbers of citizens and educators argue that concern with student attitudes is not relevant to the business of education A solution to this dilemma has not been reached for two reasons 1 There has been no systematic attempt to operationally define attitude as an educationally relevant variable 2 In the absence of a well researched, objective measurement tool, it has not been possible to investigate relationships between student attitudes and behavioral dimensions which are visible components of the educational environment The following proposal is addressed to these two problem areas First, the project will develop an instrument and administration technique to operationalize dimensions of education related attitudes Second, the project will focus on clarifying attitude behavior relationships and determine the future utility of concern with student attitudes in American education The major expected product from the proposed study will be a thoroughly tested instrument for assessing elementary student attitudes toward educational environments in a large urban school system Empirical evidence based on a large elementary school sample will be provided on the relationships between dimensions measured by the instrument and several salient behaviors in the educational contexts In addition, emphasis will be placed on standardization of instrument administration and large scale application with short time frame The final report will contain complete data and discussion of sample construction, instrument development, validation procedures, and implications for the study of attitudes as a major focus in understanding and improving educational processes (Author)

Koehler

$66,268

EP732834

Multiple Criteria of Teacher Effectiveness.
INVESTIGATOR Good, Thomas L
ADDRESS Center for Research in Social Behavior, 11 East Stewart Road, Columbia, Missouri 65201. (314)882-7888
Missouri Univ, Columbia
ORG TYPE College/University

AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 23 Feb 73
National Inst of Education (DHEW) Washington D C Office of Research
National Inst of Education (DHEW) Washington D C Teaching and Curriculum Div
Missouri Congressional District Number 8
GRANT NE-G-00-3-0123
FY73-$66,268 27-Jun-73 TO 31-May-75
DESCRIPTORS *Classroom Environment, Classroom Research, Emotional Response, *School Visitation, Student Behavior, Student Motivation, *Teacher Education Curriculum, *Teaching Methods
IDENTIFIERS Brophy Texas Study
Start Date 27 Jun 73 End Date 31 May 75

The purpose of this study is to identify effective and ineffective teachers and to observe their classroom behavior in order to identify those teaching behaviors associated with two outcome measures: student achievement and a favorable classroom environment. To provide relevant empirical evidence on the relationship between teachers' cognitive and affective influence, achievement and affect data have been obtained from 130 third and fourth grade classrooms located in a large metropolitan school district. After controlling for student aptitude, the socioeconomic level of the school, teacher age and experience, it will be possible to see if those teachers who obtain better than expected student achievement (as measured by residual gain scores on the Iowa Test of Basic Skills) also obtain relatively high affective student responses (as measured by the Rabinowitz-Rosenbaum Teacher Rapport Scale). Pre- and post-achievement data are available for teachers over two consecutive years, thus the study will also provide data on the stability of teachers' influence on student achievement. Teachers whose performance over two years is stable and who over or under perform other teachers will be identified for intensive classroom observation. Observation instruments will parallel those being used in the Brophy-Texas study insuring a rich replication and validation data bank. The study should yield information of practical and theoretical value about the influence of teacher behavior on student achievement and classroom climate. (Author)

EP733001 $76,260 Birnbaum

Economic Analysis of the Investment in Education.
INVESTIGATOR Schultz, Theodore W
ADDRESS 1126 East 59th Street, Chicago, Illinois 60637 (312)753-4506
Chicago Univ., Ill
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 4 Apr 73
National Inst of Education (DHEW), Washington D C Office of Programs National Inst of Education (DHEW), Washington D C Program for Education and Work
Illinois Congressional District Number 1
GRANT NE-G-00-3-0153
FY73-$76,260 27-Jun-73 TO 30-Sep-76
DESCRIPTORS Academic Achievement, Adult Development, *Economic Factors, *Educational Economics, Human Capital, Individual Development, Productive Thinking, Productivity, Social Values, *Sociocultural Patterns, *Time Factors (Learning)
IDENTIFIERS Economic Thinking, *Human Time
Start Date 27 Jun 73 End Date 30 Sep 76

This study deals broadly with the allocation of private and public resources to education and with the unsettled social question of the effects of education upon the distribution of personal income. It is an endeavor to clarify and to find solutions for the equity-efficiency problem of American education. The approach consists of analyzing the role of education in the context of an economy in which the economic value of human time is increasing secularly. The objective is to discover one best, or near best, allocation of resources to education in the U. S. economy where human time is scarce and dear and where it is increasing in value. The study has two parts. The first is to develop more fully the economic explanation of the secular increases in the economic value of human time which this investigator has underway. The second part consists of the empirical analysis of the implications of the theory. With respect to the first part, it is apparent from the work at hand that education plays an important role in the secular increases in the value of human time. It contributes to the supply of the quality attributes of human agents and it also contributes to the demand and adjusts to changes in the demand for these quality attributes. These contributions of and adjustments by education will be studied within the analytical framework provided by the theory. Turning to the empirical part, a substantial body of evidence is now available from a wide array of recent economic studies of education. In the context of the theory advanced in this study, the prospects are that it will be possible to reconcile some of the apparent inconsistencies and to provide a more unified explanation of the economic role of and effects of education. The more important implications to be analyzed empirically are presented in the proposal. (Author)

EP733002 $60,000 Segal

An Empirical Investigation of the Determinants of the Expenditures and Time Spent on Formal Schooling: A Test of a Life Cycle Model of Human Capital.
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North Carolina State Univ., Raleigh
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 6 Apr 73
National Inst of Education (DHEW), Washington D C Office of Programs National Inst of Education (DHEW), Washington D C Program for Productivity and Technology
North Carolina Congressional District Number 4
GRANT NE-G-00-3-0152
FY73-$60,000 27-Jun-73 TO 30-Jun-75
DESCRIPTORS Academic Ability, Cognitive Measurement, *Economic Research, Educational Background, Educational Finance, *Expenditures, Family Income, *Human Capital, Human Development, Productivity
IDENTIFIERS Ben Porath Life Cycle Model
Start Date 27 Jun 73 End Date 30 Jun 75

The purpose of this proposed study is to empirically test a Ben-Porath type life cycle model for investments in human capital. Such models have already been subject to tests regarding the implications for individual income streams. The tests proposed here pertain to the model's implications for length of time spent in formal schooling and for expenditures on formal schooling. Based on the life cycle human capital model the specific objectives are: i) to derive reduced form equations which relate individual characteristics to the determination of either length of formal schooling or expenditures on formal schooling, and ii) to confront these equations with cross section, individual, survey data appropriate for testing. Data on educational status, family background, race, educational expenditures and scholastic aptitude for a sample of individuals will be obtained from the National Longitudinal Survey of Work Experience of Men 14-24 Years of Age and the accompanying survey of high schools attended. Since the reduced form equations are nonlinear in the parameters either nonlinear curve fitting procedures must be used, or the current results must be linearized prior to fitting. Several alternative estimating approaches will be taken and reported. A major benefit of the study is an overall assessment of the efficacy of life cycle models in explaining individual variation in schooling decisions. The results should provide for a quantitative assessment of the importance of family background, an individual's ability and educational costs on time and dollars spent on schooling. (Author)

EP733005 $56,630 Pruitt

Educational Input and Fertility Response.
INVESTIGATOR Gregory, Paul R, Thomas, William R
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Houston Univ., Tex
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 10 Apr 73
National Inst of Education (DHEW), Washington D C Office of Research National Inst of Education (DHEW), Washington D C Women Studies Program
Texas Congressional District Number 22
GRANT NE-G-00-3-0171
FY73-$56,630 01-Sep-73 TO 31-Aug-75
DESCRIPTORS Child Development, *Child Rearing, Educational Finance, *Educational Quality, Expenditures, Family Income, *Family Planning, *Population Education,

Population Trends, Private Financial Support
IDENTIFIERS: Fertility Response
Start Date 1 Sep 73 End Date 31 Aug 75

Recent economic interest in the determinants of fertility originated in the seminal article by Becker (Becker, 1960). He suggested that fertility decisions are made within the context of general utility maximization within the household. Thus the prime determinants of fertility are expected to be the level of income and the price (opportunity costs) of children. The role of education in fertility decisions may be incorporated into this framework either as a direct influence (in addition to income and price), or as an indirect influence (to the extent that it influences income, price of child, or other variables). More recent research tended to refine the analysis of education's role in fertility determination. Five distinct educational effects have been mentioned in other studies of fertility. 1) Educational level is associated with awareness of alternative contraceptive devices and methods, processing varying degrees of efficiency. 2) Educational level is positively associated with the level of income of both the husband and wife. 3) Increase in educational level may be associated with a change in tastes, emphasizing other consumption activities (travel and leisure, self-development, hobbies) at the expense of child-rearing activities. 4) A higher level of education may increase the efficiency of the wife in running a household, thus indirectly making it more expensive for her to choose to work. 5) Children are not homogeneous. The family unit determines not only the number of children, but the quality of children, by their decision as to the level of resources expended per child. Thus one must consider the possibility that education would lead to a substitution of few "high-quality" children for many "low-quality" children. The data will be used to estimate coefficients to a multi-equation model linking fertility decisions to work choice, income, educational choice, and the costs associated with each of these activities. Thus the model will include a fertility equation, a labor force participation function, an education level choice equation, and an income determination equation. This analysis will also be performed separately for white and black families. This will allow testing of hypotheses of varying response factors between the two groups. (Author)

EP733006 $44,743 Pruitt

A Study of Women as Graduate Students: The Question of Discrimination

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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 10 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Women Studies Program
California Congressional District Number 7
GRANT: NE-G-00-3-0173
FY73 $44,743 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: Economic Status, *Educational Opportunities, *Females, Graduate Students, Higher Education, Marital Status, *Multiple Regression Analysis, *Professional Recognition, *Sex Discrimination, Womens Studies
Start Date 27 Jun 73 End Date 31 Dec 74

There has been much discussion in recent years about discrimination against women in higher education--here we shall focus on treatment of men and women when they are or aspire to be graduate students. Very little economic analysis has been brought to bear on this aspect of alleged discrimination. The study will analyze data, some available from previous studies of institutions and disciplines and some to be collected through a survey of doctoral granting institutions, to determine whether or not discrimination against women as graduate students exists and how it is manifested if it does exist (male-female differences in admission rates, financial support, treatment as students, types of institutions and fields selected, etc.). Data in the Doctorate Records File (DRF), Scientific and Technical Register, American Council on Education's Institutional File, and elsewhere (all available at the National Research Council) also will be used to document and explain sex differences among graduate students. For those receiving Phd's and hence appearing in the DRF we can use multiple regressions to explain individual differences in quality of school attended, fields chosen, time between BA and Phd, quality and sex of their thesis advisor and support during graduate school by the student's sex, marital and family status, ability, and type of undergraduate training. However, comparisons of treatment of those who do not receive doctorates with those who do must rely upon data from the institutions for the most part. Multiple regression analysis will be used to explain differences in "discrimination variables" across schools. Does discrimination exist at some schools, and if so, is discrimination a function of graduate school type, quality, field of study, size, location, or wealth of institution, it being public or private, or it being a growing versus declining university? Admission and hiring policies might not be the only (or the important) reasons for the relatively small number of female graduate students. (Author)

EP733007 $44,929 Pruitt

Developing an Empirical Test of the Impact of Vouchers on Elasticity of Demand for Post-Secondary Education and on the Financing of a State System of Higher Education.

INVESTIGATOR: Newton, Jan M.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Oregon Congressional District Number 4
GRANT: NE-G-00-3-0196
FY73 $44,929 27-Jun-73 TO 15-Sep-74
DESCRIPTORS: *Academic Aspiration, Educational Objectives, Education Vouchers, Family Income, Prediction, *Predictive Measurement, *State Aid, Statistical Analysis
IDENTIFIERS: FAST, *Financial Aid Study Tool
Start Date 27 Jun 73 End Date 15 Sep 74

This project will utilize the following resources in order to investigate the demand for higher education in Oregon, especially under conditions of full-cost pricing by institutions and the implementation of need-based vouchers to individuals: a) 34,000 student responses to a 75-item Student Resource Survey (SRS), conducted Fall 1972 in all schools of higher education in Oregon; b) responses from an April 1973, follow-up survey of 600 randomly selected students in three sample institutions and an associated survey of their parents; c) the Financial Aid Study Tool (FAST), a simulation model of institutions of higher education, developed by the College Entrance Examination Board and modified for our use; d) a maximum likelihood estimation model for predicting students' higher education choices; e) help and information from the Oregon State Scholarship Commission, the Educational Coordinating Council, and the State Board of the Oregon State System of Higher Education--all of whom jointly financed the Fall 1972 SRS and the April follow-up survey. Specifically, we propose to: a) test the predictive power of the choice estimation model by inputting our data on parental income (Y), student ability (A), costs of schooling (C), and school selectivity (S), derived primarily from the 34,000 SRS responses, and comparing the predicted with actual student school choices; b) calculate a range of numerical values for Y* (student financial resources including parental contribution), C and Y*-C, which can then form the bases for new calculations of predicted student choices and demand elasticities under various policy configurations for schooling costs and individual student resources; c) test for the effect of introducing new variables on predictive power of the estimation technique--where the new variables are based on SRS data about utilization of financial aids, indebtedness patterns, concreteness of student career aspirations, and other variables for which large amounts of good data have not been available before now. (Author)

EP733014 $34,210 Pruitt

Inter-Generation Transmission of Inequality

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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73

National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Wisconsin Congressional District Number 2
GRANT: NE-G-00-3-0164
FY73 $34,210 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: *Child Care, Childhood Needs, *Educational Objectives, *Family Income, *Heads of Households, *Parental Aspiration, Parent Role, Work Attitudes
IDENTIFIERS: Sibling Achievements
Start Date 27 Jun 73 End Date 31 Aug 74

Primary emphasis in this project will be on the development of a unified theoretical model of the family during its child rearing years. The family carries on production and distribution activities in its own right—utilizing and interacting with various service-producing outside institutions and participating in labor and product markets. It makes choices in allocating its resources—time, wealth, skills—in ways that are affected by the presence of children and their needs, and that in turn have general or specific effects on the development of the child. The central theoretical focus will be an activity analysis of family behavior. Contributing to this central structure will be separate analytical and empirical analyses: (1) the development of family accounting scheme, (2) the utility maximization of parents and children, (3) the effects of children on the labor force behavior of men, (4) family inputs and sibling achievement, (5) day care and early education in the long run, and (6) the intergenerational transmission of inequality. The research will be undertaken by a team consisting of five econometricians whose special interests lie in the field of human resources. They will be assisted by the technical expertise of a lawyer and a consumer survey expert. (Author)

EP733020 $59,895 Segal

An Econometric Analysis of School District Behavior in Allocating Budgets Among Resource Inputs.
INVESTIGATOR: Barro, Stephen M.
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Rand Corp., Washington, D.C.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
District of Columbia
GRANT: NE-G-00-3-0175
FY73 $59,895 27-Jun-73 TO 31-Dec-74
DESCRIPTORS: Budgets, *Educational Finance, *Financial Support, Personnel Directors, Resources, School District Autonomy, School District Spending, *School Industry Relationship, School Policy
Start Date 27 Jun 73 End Date 31 Dec 74

The Rand Corporation proposes to investigate how local school districts behave in allocating their budgets among the main categories of school inputs. The intended product of the work is an econometric model that can be used to predict allocations of incremental funds. The analysis will contribute to education (school finance and staffing) and to the fields of public finance and labor economics. In the course of the theoretical analysis we will work out the implications of optimizing behavior by local districts subject to (a) different specifications of school district preferences, (b) applicable budget constraints, and (c) alternative hypotheses concerning price determination. This will result in a series of alternative models, or sets of propositions, about allocative behavior to be tested and compared in the empirical part of the study. Three independent sets of data, already available at Rand, will be used to estimate the models. We will cross-validate results and test empirically generated as well as theoretically generated hypotheses. Two of the data sets are longitudinal, permitting us to investigate the stability of results by comparing cross-sectional estimates for different years and to test models in first difference form. We plan to use simultaneous equation techniques to estimate the alternative models. We will also test different functional forms of the models, including some that derive from explicit specifications of the school district preference function (e.g., the Linear Expenditure System). After the models have been estimated, we will recast the results into simulation model that can be used to predict marginal allocations of funds, given the budget level, initial allocations, and school district characteristics. (Author)

EP733026 $50,300 Pruitt

The Psychosocial and Economic Impact of Wright State University's Handicapped Student Services Program.
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AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 12 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Ohio Congressional District Number 7
GRANT: NE-G-00-3-0174
FY73 $50,300 27-Jun-73 TO 31-Aug-76
DESCRIPTORS: *Academic Achievement, *Cognitive Measurement, Cost Effectiveness, *Handicapped Students, Interpersonal Relationship, Learning Plateaus, *Physically Handicapped, Program Evaluation, Psychological Needs, *Self Concept, Student Characteristics, Student Motivation
IDENTIFIERS: Handicapped Student Service Program, HSSP
Start Date 27 Jun 73 End Date 31 Aug 76

The purpose of the proposed project is to: 1) investigate the psychosocial impact of Wright State University's Handicapped Student Services Program (hereafter HSSP), 2) identify relationships between student characteristics, academic achievement and student motivation, and 3) specify program benefits and costs to society. Analysis of variance will be employed to test the students': 1) psychological attitudes toward achievement in school, 2) behavioral tendencies related to effective academic work, and 3) positive and negative attitudes toward the disabled. Multiple classification analysis will be used to examine the interrelationships between several predictors or independent variables and a dependent variable within the context of an additive model. Benefit-cost techniques will be used to determine the accomplishment and effectiveness of HSSP. The first two phases of this project will provide a better understanding of the interrelationships between handicapped students' personal characteristics, motivation to achieve in the academic community, and services provided by the HSSP. By incorporating the findings of this investigation other universities who serve handicapped students will be able to modify and improve their services to assist these students to complete their career goals and to become self-sufficient in life. The benefit-cost study will provide a basis for improved planning, budgeting decisions, and development of new services by HSSP, and the benefits that accrue to society from the use of public funds. (Author)

EP733033 $36,117 Segal

Education, Earnings, and Ethnic Groups.
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AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 11 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Ohio Congressional District Number 13
GRANT: NE-G-00-3-0185
FY73 $36,117 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: *Economically Disadvantaged, *Ethnic Groups, *Low Income Groups, Low Level Aspiration, Mexican Americans, *Migrant Education, Negroes, Occupational Surveys, Productivity, Puerto Ricans, Wages
IDENTIFIERS: Nonstudent Men
Start Date 27 Jun 73 End Date 31 Aug 74

Several recent studies have indicated that the effect of education on earnings is much weaker for black men than for white men. I propose to see whether differences also exist among European ethnic groups and among Latin American groups. In addition, I will explore the possibility that anti-discrimination measures of the past decade have narrowed black-white differences, if not in earnings themselves then at least in the effect of education on earnings. The earlier findings of low returns to education for blacks cast doubt on the effectiveness of schooling as an anti-poverty tool. However, no analysis has been done of the reward to education for other minority groups, including Puerto Ricans and Chicanos, nor for blacks on data more recent than 1967. To test the hypothesis that the effect of education on earnings differs for various ethnic groups, I propose to use multiple regression analysis on data from the 1971 Current Population Survey of the Census Bureau. This survey includes information on the national origin or descent of over 100,000 individuals, as well as considerable data on their other social and economic characteristics. (Author)

EP733034 $85,044 Parks

An Evaluation of the Uses and Effects of Postsecondary Education, from the Perspective of Users and Nonusers from Lower-Income Families.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 5 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
Washington Congressional District Number 1
GRANT NE-G-00-3-0158
FY73-$85,044 27-Jun-73 TO 15-Jun-76
DESCRIPTORS Adult Education Programs, Cross Cultural Studies, *Cultural Factors, Educational Benefits, Evaluation Criteria, Higher Education, *Lower Class, Minority Groups, Political Socialization, *Program Effectiveness, Social Influences
IDENTIFIERS Effects Of Technical Training
Start Date 27 Jun 73 End Date 15 Jun 76

American public policy provides many different kinds of post-high school educational opportunities: a variety of two and four-year degree programs, vocational and technical training, and so forth. But we know little about their visibility to, evaluation by, or effectiveness for, those people who would seem to have the most to gain from them. This research seeks to fill those needs, and to suggest ways in which educational programs can be improved and/or made more attractive, we shall also seek to develop better ways of evaluating such programs. The research is based on intensive interviewing of a panel of about 30 persons from middle and lower income family origins in one city. It asks how educational opportunities are perceived, who makes use of which opportunities, why and in what ways, and what difference it makes to their lives. By first reconstructing social reality as it is experienced and understood by such potential "consumers," and then exploring postsecondary educational opportunities as a policy system intersecting with that ongoing context/process, we shall better understand perceptions, responses, impacts, and evaluations on the part of such intended beneficiaries. This knowledge can then be integrated with that derived from more familiar means to generate both new understanding of the social role and function of postsecondary education, and appropriate policy prescriptions. (Author)

EP733038 $40,102 Pruitt

School Desegration, Inter-racial Contact, and Prejudice.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 12 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Georgia Congressional District Number 10
GRANT NE-G-00-3-0182
FY73-$40,102 27-Jun-73 TO 31-Aug-75
DESCRIPTORS Changing Attitudes, *Clas[illegible]om Integration, Integration Effects, *Intergroup Relations, Negro Attitudes, Race Relations, Racial Balance, *Racially Balanced Schools, School Segregation, *Social Discrimination
IDENTIFIERS Southern Schools Survey
Start Date 27 Jun 73 End Date 31 Aug 75

One of the expectations enunciated in Brown v. Board of Education was that with school desegregation racial tolerance would be promoted. Studies using adult subjects have typically demonstrated that whites who have had contact with blacks are less prejudiced. Research on students has produced mixed results. The research described in this proposal will expand and improve upon earlier efforts. I propose to collect data on racial attitudes, extent of inter-racial contact, and a number of background variables by administering a questionnaire to 8th, 10th, and 12 grade students in 18 schools. Among the background variables to be tapped are student perceptions of the racial attitudes of their parents and peers, student authoritarianism, alienation, age, sex, parental education and perceived socio-economic status, and extra-curricular inter-racial contact. Schools will be selected so as to include student bodies have a variety of black-white ratios. Being a cross-sectional study, control groups will consist of students attending schools which are entirely or almost entirely one race. Additional controls for whites in desegregated schools will be whites in all-white private academies. This study differs from earlier efforts by drawing students from a greater variety of racial settings, by having a much larger sample, and by including a greater number of variables. Unlike most studies the proposed one will investigate southern schools and more importantly schools which were not only not naturally desegregated, but which did not even voluntarily comply with court or administratively ordered desegregation. (Author)

EP733042 $63,012 Pruitt

The Political Implications of School Integration.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Georgia Congressional District Number 4
GRANT NE-G-00-3-0188
FY73-$63,012 27-Jun-73 TO 30-Aug-75 -
DESCRIPTORS Administrative Policy, Family Attitudes, Family Involvement, High School Students, Morale, Peer Acceptance, *Political Attitudes, Political Socialization, *Racial Integration, *Social Attitudes
IDENTIFIERS Atlanta School Survey
Start Date 27 Jun 73 End Date 30 Aug 75

This project seeks to apply a model of the socialization process to the investigation of two sorts of outcomes of school integration which have political implications. One set of outcomes involves the quality of the educational experience. In particular, we shall deal with the question of whether this level of quality changes as a result of integration, and the question of what is responsible for any observed change. The second set of outcomes centers around the explanation of a number of political attitudes. In particular we have in mind political trust and cynicism. We ask whether the school environment can be used to explain the increasingly high levels of cynicism and distrust which have been observed in black adolescents. The socialization model posits three agents, each of which contributes to the outcomes of interest. They are the family, the school and the peer group. The design of the study seeks to measure the influence of each of these. Six schools will be selected to fit a 2 x 3 factorial design. One dimension differentiates along the socio-economic level of the student body in the school (high and low) and the other takes degree of integration into account (all black, integrated, all-white). A random sample within each school will be used to select 200 students per school who will respond to an interview. In addition, the parents will be contacted through a mail/mail-back questionnaire, and the peer influence will be ascertained by aggregating information from the interviews of five friends named by each respondent. School characteristics will be ascertained through a questionnaire administered to teachers and an inventory to be completed by the principal. (Author)

EP733045 $141,339 Gonzales

Citizen Participation and the Public Schools.

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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
Missouri Congressional District Number 1
GRANT: NE-G-00-3-0166
FY73-$141,339 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: Citizen Participation, Community Involvement, Community Organizations, Community School Directors, Educational Administration, Legislators, Local Issues, *Political Influences, Public Schools, School Community Relationship, School Personnel, Social Attitudes, Volunteers
Start Date 27 Jun 73 End Date 30 Jun 76

Voluntary citizen participation is of vital importance in providing support for school programs, in filling a variety of roles in providing those programs and in exercising both governance and broader popular control over the public educational enterprise. We propose to investigate school-related participation in six school districts in the St. Louis metropolitan area, four in Missouri and two in Illinois. Rather than conduct attitude surveys of population samples, we propose to census active participants including school board candidates, officers of school-related organizations, persons attending meetings dealing with school issues, those who work in school election campaigns, and so on. Interviews with those identified as activists will probe factors of social background, purposive motivations, processes of recruitment, impact of various modes of participation on the schools, the effects of community contexts on participation, and the consequences for the participants of having been involved. The proposed research is embedded in the literature dealing more generally with political participation and voluntary activity. Much of that literature, however, focuses on the electoral political arena. The proposed research begins from the assumption that participation tends to be institution-specific rather than generic. It is also hypothesized that participants' affective orientation toward particular institutions must be studied in terms that are more complex than the high - low continuum used in previous studies. (Author)

EP733049 $40,575 Pruitt

Two Classrooms: Children, Social Stratification, and the Politics of Everyday Life.

INVESTIGATOR: Kesselman, Mark
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 20
GRANT: NE-G-00-3-0154
FY73-$40,575 27-Jun-73 TO 30-Jun-75
DESCRIPTORS: *Behavioral Sciences, Classroom Research, Conditioned Stimulus, Persuasive Discourse, *Political Influences, Political Socialization, *School Environment, *Teacher Influence, Teaching Procedures
Start Date 27 Jun 73 End Date 30 Jun 75

The proposed research concerns the relationship between social stratification and political socialization in the early grades of elementary school, with particular attention to differential socialization of middle and lower class children, and boys and girls. Recent studies of American schools, based on aggregate data (Coleman et al. 1966, and Jencks et al. 1972), historical research (Greer 1972), and data on teacher-pupil interaction (Civil Rights Commission 1973), suggest that the political significance of American education may be to maintain rather than reduce social inequality. These findings suggest, as Philip Jackson has pointed out, that the manifest function of schools--to educate--may be less influential than their latent function: to socialize children to prevailing values and culture. Yet these studies deal in aggregate terms. They do not attempt to study the intervening variable of the classroom to see how it affects the contours of stratification. Further study of what Jackson and others have termed the "hidden curriculum" (the informal political life of the classroom) may illuminate this issue. By focusing on authority patterns in first-grade classrooms of different socio-economic composition, teacher-pupil, and pupil-pupil behavior streams and interaction in these settings, how teachers present the outside world and their own role definitions, and children's orientations to these issues, I hope to study the relationship between social stratification and political socialization in schools. (Author)

EP733051 $156,966 Pruitt

Protest Politics and School Desegregation: A Proposal for a Longitudinal Study of Parents and Community Leaders.

INVESTIGATOR: Ross, Michael J.; Freidman, Daniel J.
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Massachusetts Inst. of Tech., Cambridge
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Massachusetts Congressional District Number 8
GRANT: NE-G-00-3-0187
FY73-$156,966 27-Jun-73 TO 30-Jun-75
DESCRIPTORS: *Civil Rights, Culture Conflict, *Integration Effects, *Parent Attitudes, Race Relations, Racial Integration, School Community Relationship, *School Integration, Social Characteristics, Student School Relationship
IDENTIFIERS: North Urban Schools
Start Date 27 Jun 73 End Date 30 Jun 75

White resistance to school desegregation represents a growing problem throughout the urban North. Despite the appearance of widespread northern white opposition to school desegregation, four important questions about this process of community protest remain unanswered: 1. What objective concerns, structural discontents, and racial attitudes motivate white parents' resistance to school desegregation, and how do these change over time as desegregation actions proceed and as leaders and the media articulate their positions? 2. How do community leaders and the mass media stimulate, shape, and control the development of support for and opposition to school desegregation? 3. What white demographic groups most strongly resist school desegregation? 4. What specific school desegregation policy options receive the greatest support and opposition within each white group? We will seek to answer these questions by conducting a four points-in-time panel study of the attitudes of white parents and community leaders toward the issuance of a court-mandated school desegregation plan and the actual implementation of school desegregation. A detailed theoretical framework through which to view these questions is presented. Three neighborhoods in Boston and three adjacent communities are proposed as sample sites. Popular conceptions of the desegregation controversy process, white motivations, and demographic sources of white resistance may be highly inaccurate, particularly in assuming that white racism alone lies at the basis of white opposition to school desegregation. (Author)

EP733053 $98,704 Otte

Professors and the Changing Political Agenda in American Higher Education.

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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 12 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office

of Programs National Inst of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Connecticut Congressional District Number 2
GRANT NE-G-00-3-0165
FY73 $98,704 27-Jun-73 TO 30-Jun-75
DESCRIPTORS Attitudes, *College Faculty, Data Collection, Evaluation, *Higher Education, Policy Formation, *Politics, Professional Occupations, *Professors, Questionnaires, Research, Sampling, Surveys, Universities
Start Date 27 Jun 73 End Date 30 Jun 75

The proposed study is designed to explore systematically the social and political orientations of the American professoriate. It comprises a survey, to be conducted by mailed questionnaire, of a national sample of 5,000 college and university faculty. The study would build upon and permit refinements of research on the politics of academics in the United States, in which the investigators have been engaged, and in particular would provide data on the professorial response to sharp changes which have occurred in the political agenda of higher education over the past half decade. The position of faculty on issues attendant the contemporary political setting—both those arising from external factors and those generated by largely intramural divisions—will have a major impact upon policy formation and execution in higher education. Apart from the need to assess reactions to new issues and a changing agenda, the survey appears warranted as a vehicle for further developing a theoretical base for understanding the structure of politics in the academic community. (Author)

EP733058 $37,376 Pruitt

An Analysis of the 1973 New York City Community School Board Elections.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
New York Congressional District Number 20
GRANT NE-G-00-3-0155
FY73-$37,376 27-Jun-73 TO 31-Jan-75
DESCRIPTORS *Boards of Education, Census Figures, Community Characteristics, *Community Schools, *Data Analysis, Decentralization, *Elections, Environmental Influences, *Local Issues, Middle Class, Politics, Research, School Organization
Start Date 27 Jun 73 End Date 31 Jan 75

A central question to be examined in this study of the recruitment and election of school board members in New York City's decentralized districts is the relationship between community characteristics and the composition of the school board. The basic research questions to be investigated are 1) Who are the candidates? 2) Who is elected? and 3) What accounts for the patterns revealed in the answers to questions 1 and 2? These issues will be examined for both the 1970 and 1973 school board elections, which will make both cross-sectional and longitudinal analysis possible. Both aggregate analysis using school and census data and comparative case studies will be utilized to examine the environmental and political factors which affect recruitment to the local community boards. (Author)

EP733063 $70,465 Lewis

Parents, Policies and Political Structure: A Study of Policy-Making and Parental Support in Nonpublic and Public Schools.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Programs
National Inst of Education (DHEW), Washington, D.C. Program for Local Problem Solving
New York Congressional District Number 20
GRANT NE-G-00-3-0150
FY73-$70,465 27-Jun-73 TO 31-Aug-75
DESCRIPTORS Case Studies (Education), *Data Collection, *Educational Change, Factor Analysis, Parent Attitudes, *Policy Formation, Politics, *Private Schools, *Public Schools, Questionnaires, School Organization
Start Date 27 Jun 73 End Date 31 Aug 75

This study will pursue two principal questions: 1) why do parents initially send and ultimately maintain, or fail to maintain, their children in public schools, and 2) what, if any, is the relationship between the policies and policy-making mechanisms of the local school and the school's parental support. These questions will be examined on a multi-city level, guided by the following procedures: 1. Systematic data for each city system (public and nonpublic) will be obtained through central (school board or diocesan) sources. This data will present a statistical overview of the system, including composition by race, nationality, religion, sex and age of students, faculty, parents, and individual schools. 2. To determine the internal political structure of the school system, and particularly to determine who controls the schools, intensive case studies will be made of policy-making in selected, individual schools in each system. Factors to be considered in selecting schools will include: racial and ethnic composition, political tone, curricular policy, relationship with central office, admissions and retention procedure, character of institutional controls over policy, and relationship of school to neighborhood.) 3. To determine why one school is selected over alternative schools, an attitudinal questionnaire will be administered to parents in nonpublic schools, with a control questionnaire administered to randomly selected parents in public schools, and a nonrandom sample of Catholic parents who send their children to public schools. (Author)

EP733067 $68,065 Pruitt

The School as a Political System.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Research Grants
Indiana Congressional District Number 7
GRANT NE-G-00-3-0163
FY73-$68,065 27-Jun-73 TO 15-Nov-74
DESCRIPTORS Administrator Role, Curriculum Development, Educational Environment, *Hypothesis Testing, Interviews, *Political Attitudes, *Politics, Questionnaires, Research, *School Systems, Socialization, *Student Attitudes, Student Behavior, Teacher Role
Start Date 27 Jun 73 End Date 15 Nov 74

The major thesis of this research is that schools are micro-political systems in their own right and, as such, have some demonstrable impact on students' political attitudes and behavior. We hypothesize that: 1) the nature of that impact varies across different types of schools, and among students in the same school; 2) four significantly different types of school political systems – elite, bureaucratic, coalitional and participant – can be linked to significantly different student political attitudes and behaviors, and 3) the quantity and quality of students' information and position within school political settings will affect the impact of school political types on student attitudes and behaviors. These hypotheses will be explored in a fifteen-month, cross-sectional study of twelve schools. Questionnaire, interview and direct observation instruments measuring student, teacher and administrator behavior will be used in mapping the school as a political system and determining its impact on students. This research has both theoretical and practical significance. The mapping has important implications for the clarification and elaboration of both school politics research and socialization theory. It also has implications for those interested in promoting educational change both within and outside public schools, those developing curricula which utilize the school environment as settings for instruction, and those attempting to train administrators and teachers to be effective participants in school environments. (Author)

PROJECT RESUMES

EP733070 $10,000 Pruitt

Politics, Policy, and Equality in the American South.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Basic Studies Div
Massachusetts Congressional District Number 8
GRANT NE-G-00-3-0179
FY73-$10,000 27-Jun-73 TO 30-Jun-75
DESCRIPTORS Data Collection, Democracy, Environmental Influences, Factor Analysis, Models, *Policy Formation, *Politics, School Integration, *Socioeconomic Influences, *Southern States, Statistical Analysis, Testing
IDENTIFIERS *Social Equality
Start Date 27 Jun 73 End Date 30 Jun 75

This is a study of the causes and consequences of educational policies in the American South since 1940 Two questions will be examined (1) What is the relative causal importance of environmental and political factors in shaping educational policies in the Southern states and counties? and (2) What effects do educational policies and the socioeconomic environment have on inequality in that region? The first question has generated in a lively debate among political scientists lately, the latter is the subject of a current controversy in the field of education The two questions will be studied primarily through the testing of alternative causal models with multivariate statistical procedures The analysis will be based upon a large body of social, economic, political and policy data describing each of the counties in the South from 1940 to 1970 The results should shed some light on several questions three of which are particularly important what kinds of places have experienced the greatest changes in school desegregation and school spending and the greatest progress toward social equality, how relevant is democratic politics to the achievement of desired public policies and what consequences have educational policies had on the structure of inequality in the South? (Author)

EP733072 $67,980 Pruitt

The Role of Educational Experience in Political Acculturation of Cuban Students.
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CAN NO 2500601 PROPOSAL DATE 6 Apr 73
National Inst of Education (DHEW), Washington, D.C Basic Studies Div
National Inst of Education (DHEW), Washington, D.C Office of Research
Florida Congressional District Number 15
GRANT NE-G-00-3-0159
FY73-$67,980 27-Jun-73 TO 01-Sep-75
DESCRIPTORS College Students, Concept Formation, *Correlation, Data Analysis, Data Collection, *Educational Experience, Elementary School Students, *Political Attitudes, Questionnaires, *Research Methodology, *School Role, Secondary School Students
IDENTIFIERS *Cuban Students
Start Date 27 Jun 73 End Date 1 Sep 75

The proposed research is concerned with the role of educational experience in shaping political values, attitudes and orientations of Cuban refugee youth in the Miami Standard Metropolitan Statistical Area, which now contains about half of the some 600,000 Cuban refugees in the United States, and in which about one-quarter of the population is now Cuban. The universe of interest consists of Cuban students in grades 7-16—junior high school through college—in the public and private schools of the area, containing the nation's sixth largest public school system and largest junior college, a parochial school system, two universities and two liberal arts colleges Cuban students are variously but substantially represented in the student populations of these. The refugee influx from Cuba terminates with the end of the Cuban airlift in April 1973, and we now have an ephemeral opportunity to study in many political dimensions the educational impact for Cuban youth in the transition from a "look-homeward syndrome" to an orientation toward permanent residence and citizenship in the United States The research design calls for testing hypotheses relating to specified explanatory theses in seeking causal relationships between a large number of independent variables and the dependent variable, political acculturation A large sample will be used, from which data will be gathered by questionnaire, utilizing special techniques facilitating economical data collection and processing The analytical method will be that of a descriptive correlative analysis supported by multivariate analysis In addition to a summary report, research products are planned for several audiences for which the research results should be of interest (Author)

EP733080 $159,156 Carnet

Complex Policy Models of Educational Achievement.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D.C Office of Programs
National Inst of Education (DHEW), Washington, D.C Program for Local Problem Solving
Michigan Congressional District Number 6
GRANT NE-G-00-3-0206
FY73-$159,156 27-Jun-73 TO 31-Aug-76
DESCRIPTORS *Academic Achievement, Concept Formation, *Models, Motivation Techniques, *Policy Formation, *Problem Solving, Racial Factors, Research, School Role, *Social Influences, Testing
Start Date 27 Sep 73 End Date 31 Aug 76

A variety of models could explain how school policies and practices interrelate with the student's social background to affect his educational achievement Knowledge of these models is important to American education because citizens, educators and policy makers need guidance on whether and how school policy and practice could be changed to solve social problems such as the need for greater racial equality, greater economic mobility, and a larger pool of educated citizenry Guidance can come from these models because they specify how and whether factors in the school relate to achievement. Stimulating greater achievement is one way that these social problems might be solved Therefore, knowing which school factors, if any, might be manipulated to stimulate achievement could be important for solutions to social problems Of this variety of possible models only very simple models have been thoroughly tested in previous research A simple policy model in which background and school factors are independent influences upon achievement has been found wanting Other ways that these variables might combine have support in previous research and theory These more complex models will be investigated in this project These are 1) Non-Additive Effects, 2) Collinear Effects, 3) Non-Linear Effects, 4) Autogressive, and 5) Random Error Effects Each process relates to a more complex class of models than heretofore tested Each test contemplated will utilize the following procedure 1) A model will be conceptualized and specified according to previous research and theory 2) Estimates will be obtained of regression coefficients corresponding to parameters of the model 3) Policy inferences will be drawn from the regression estimates It is altogether possible that the eventual conclusions will be that no policy changes or social solutions are possible Yet before reaching that conclusion, further research is needed on more complex models than previously examined in the educational policy field (Author)

EP733086 $25,177 Pemberton

Ethnic Boundaries, Identity, and Schooling: A Cross-Cultural Study.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 5 Apr 73

National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
New Hampshire Congressional District Number 1
GRANT NE-G-00-3-0130
FY73-$25,177 27-Jun-73 TO 01-Dec-74
DESCRIPTORS Comparative Analysis, *Cross Cultural Studies, Data Collection, *Ethnic Studies, Grade 6, Interviews, Sampling, *Self Concept, Testing, Textbooks, Theories
Start Date 27 Jun 73 End Date 1 Dec 74

Objectives 1 To develop a socio-cultural framework for examining ethnicity in education 2 To analyze a sample of sixth-grade text books from both Britain and the U.S. with regard to ethnic boundaries and issues of identity 3 To collect field-work, interview, and other data related to ethnic boundaries and identities in a number of British and American schools and to compare such data Procedures 1 Development of a theoretical framework that will be modifiable in the light of field work 2 Analysis of a sample of sixth-grade text books chosen from English, Welsh, East Indian, and Scottish schools in Britain the first year, from Yankee Anglo, French Canadian (Franco-American), Black, and American Indian schools in New England the second year 3 Ethnographic observation of three schools each of which has a distinctive English, Welsh, or East Indian enrollment the first year of the project, three schools with a distinctive Anglo Yankee, Franco-American, and American Indian enrollment the second year Selection of the schools so as to have 10 sixth-grade classrooms (or 300 pupils) each year 4 Administration of an achievement, a self-concept, and a sociometric test each year to the 10 sixth-grade classrooms in the project. A stratified random sample of at least 30 pupils (out of the 300) will be selected for interviews each year Interviews with teachers, headmasters (principals), and counselors each year, also perhaps with parents 5 Within and between comparison of data with regard to ethnicity and other categories Qualitative and quantitative analysis Overall and specific comparison of British and American data Policy recommendations growing out of the research (Author)

EP733089 $67,000 Pemberton

The Relationship between Western Educational Institutions and the Psychological Organization of Alaska Native Cultural Groups.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Feb 73
National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Alaska Congressional District Number 1
GRANT NE-G-00-3-0081
FY73-$67,000 27-Jun-73 TO 31-Dec-74
DESCRIPTORS Cognitive Processes, *Correlation, *Cultural Background, Educational Environment, Educational Experience, Emotional Development, *Eskimos, Guides, Motivation, Psychological Characteristics, *Psychological Studies, Research, Secondary Education, Secondary Schools, *Western Civilization
Start Date 27 Jun 73 End Date 31 Dec 74

Previous research by the proposed investigators has suggested that many difficulties presently faced by Alaska Natives in secondary education are related to the lack of "fit" between the psychocultural background of Indian and Eskimo students and the structural characteristics of secondary schools in Alaska. The dramatic differences in the success levels of radically variant secondary schools servicing the children of these groups suggests that analysis of the articulation of Native students' psychological characteristics with alternative school structures may provide information of great value in the design of educational environments. Thus, we propose a) to define in specific and pragmatic terms the dimensions of these emotional and cognitive orientations of Alaska Natives (toward which a start has been made), b) to uncover and analyze differences in the effectiveness of various alternative types of educational institutions presently serving Alaska Natives, c) to determine the way in which these institutional factors do or do not articulate with the affective, cognitive, and motivational sets of Alaska Natives, and, d) to translate such findings into practical guidelines for the structuring of educational institutions for Alaska Natives. We propose to accomplish these ends by carefully delineating those elements in the psychocultural background of these Native students which seem critical to the educational experience, and by analyzing the psychological climate and structural characteristics of alternative school environments. This will be accomplished by use of participant investigation, interviews, and appropriate psychological measures. (Author)

EP733092 $57,373 Pemberton

The Study of a Junior High School in a Predominantly Chicano Neighborhood.
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 9 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
New Mexico Congressional District Number 1
GRANT NE-G-00-3-0080
FY73-$57,373 27-Jun-73 TO 31-Aug-74
DESCRIPTORS Analysis of Variance, Anglo Americans, Computer Programs, Data Analysis, *Data Collection, Enrollment, Interviews, *Junior High Schools, *Mexican Americans, Observation, Research, *School Community Relationship, Statistical Analysis
Start Date 27 Jun 73 End Date 31 Aug 74

There have been few community studies conducted in the United States that have dealt with the relationship between community and junior high school. In particular, there are no comprehensive community-junior high school studies that concern themselves with predominantly chicano communities and chicano junior high school pupils. The importance of this investigation is that it will delve into the relationship between a chicano barrio and a junior high school with a predominantly chicano enrollment. Investigations like those of Festinger (1950), Wax (1964), Wolcott (1967), and Parmee (1968) offer good insights into the methods and procedures used to study Anglo-American and Native-American communities. Similarly in this investigation the use of participant observers, informants, video-tape interviews, and questionnaire techniques will be used as a means of gathering data about the chicano barrio and the junior high school. Demographic and statistical data will be collected using interviewing, participant observation, and sociometric techniques. The data collected from the community and the school will be analyzed ethnographically and whenever possible will utilize campus computerized statistical programs such as Guttman scaling, analysis of variance, chi-square, and other non-parametric techniques. Three reports will be prepared at different time intervals throughout the year. One report will deal with the barrio itself, the second with the school, and the third will be a combination of the two. The third and final report will include the relationship between the community and the school. The final report will follow the Anthropology and Education monograph series published by Holt, Rinehart, and Winston and edited by George Spindler at Stanford University. (Author)

EP733093 $99,628 Pemberton

Learning Styles among Pueblo Children.
INVESTIGATOR John, Vera, Osterreich, Helgi
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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 12 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Research.National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
New Mexico Congressional District Number 1
GRANT NE-G-00-3-0074
FY73-$99,628 27-Jun-73 TO 30-Jun-75
DESCRIPTORS Adults, *American Indians, *Children, Comparative Analysis, Ethnic Studies, *Family Influence,

Intellectual Development, Interviews, *Learning Activities, *Learning Processes, Observation, Research, Student Participation, Testing, Visual Discrimination
Start Date 27 Jun 73 End Date 30 Jun 75

Observation–learning by looking–is a critical process in the intellectual growth of many children. In American, there are few instances where a close relationship to the work of adults is possible for growing children. In the Zuni Pueblo, however, a majority of households are engaged in some jewelry producing activities, thus, children there are exposed to a variety of meanings of work at close range. Although there have been studies made of the highly visual styles of learning among American Indians, there has been very little research done to date to examine systematic differences within an American Indian community as related to variables in the home situation. This investigation aims to compare, over a two-year period, the learning styles of two groups of young Pueblo children (30 children per group), the parents of the first group of children engage in crafts at home, the parents of the children in the second group work in neighboring border towns, in jobs which require the more traditional skills of the American working class. We plan to compare these two groups through ethnography of classrooms, by focused observation of learning styles and student participation in the classroom, by student interviews, by the Draw-A-Man test, visual discrimination tests and the Story-Retelling Task, and possibly by interviews with the parents. We plan, in addition, to assess the impact of classrooms with and without Zuni personnel who play a significant role in instruction on the learning opportunities and experiences of Zuni children. The results of this research have three major implications. We hope to furnish relevant knowledge about the intellectual development of Indian children as it is linked to specific home experiences, and to assess the contribution of Zuni aides and educational personnel in the schools. In addition, this research should deepen our knowledge of observational learning in natural settings. (Author)

EP733094 $58,960 Pemberton

Work, Family Interaction and Child Development: An Intensive Study.
INVESTIGATOR Lein, Laura
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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 12 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Massachusetts Congressional District Number 8
GRANT NE-G-00-3-0065
FY73-$58,960 01-Sep-73 TO 31-Aug-74
DESCRIPTORS Adults, *Child Development, Data Analysis, *Employment, Environmental Influences, *Family Influence, Housing, *Interaction Process Analysis, Interviews, Observation, Parent Attitudes, Research, Sampling, Social Factors, Socioeconomic Status
Start Date 1 Sep 73 End Date 31 Aug 74

The purpose of this study is to discover and analyze the impact of child, work and home responsibilities on children and on the adults responsible for the care of children. We want to discover how the attitudes and satisfactions of parents, their employment, their options and opportunities, their social networks and extra-family involvements are related to the child-rearing strategies they have adopted. We want to discover what specific benefits for parents, children and neighbors are related to specific arrangements. Also we want to explore the effect of different child care strategies on children, particularly in their interactions with family and child care personnel. A sample of forty families will be chosen to fill cells determined by five parameters: (1) life-cycle stage of family, (2) socio-economic status of family, (3) number of adults in family, (4) number of working adults in family, (5) housing. Six research strategies will be used: interviews, daily logs, behavior observations, network analysis, participant observation, and sociolinguistic analysis. They are meant to complement each other in the analysis of the relationships between the variables listed above. These include child care alternatives, attitudes and satisfactions of parents, involvement of parents with non-family interests and occupations, and family interaction patterns and responsibilities. (Author)

EP733098 $45,000 Pemberton

A Study in Cultural Heuristics.
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CAN NO 2500601 PROPOSAL DATE 11 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
California Congressional District Number 35
GRANT NE-G-00-3-0075
FY73-$45,000 27-Jun-73 TO 31-May-75
DESCRIPTORS Case Studies, *Cognitive Processes, *Cultural Education, *Ethnic Studies, Intellectual Development, *Problem Solving, Reinforcement, Research, Social Factors, *Task Performance, Testing, Verbal Ability
IDENTIFIERS *Malayo Polynesians
Start Date 27 Jun 73 End Date 31 May 75

The proposed study centers on approaches to problem solving (heuristics) in school and non-school tasks and settings among Melanesian cultural groups. Performance deficits often exist in populations to which such tasks may be unfamiliar, although the cognitive processes requisite to their performance may be evoked in culturally specific, familiar, or traditional contexts. Most societies today, including our own, experience culture contact, status mobility, and rapid culture change. Such societies must meet problems that are nontraditional and unfamiliar. For that reason, context-specific processes and some traditional cognitive approaches may be insufficient or maladaptive. A number of modes of problem construal and solution may exist which are variably developed in different cultures. Such cultural heuristics range from narrow task-specificity to general applicability. School and non-school derived intellectual skills may or may not be relatable, reinforcing or interfering in scholastic and everyday problem solving. The investigator and three research assistants will collect and interrelate three types of data: case studies and associated inquiry into everyday problem solving, tests based on verbal problem situations, and school and experimental tests of cognitive performance in problem solving including a test, analysis, training, retest design to reveal the operative heuristics and to demonstrate heuristic learning. (Author)

EP733120 $164,363 Hodes

Careers and Curriculum
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AWARD TYPE NCOMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Maryland Congressional District Number 4
CONTRACT NE-C-00-3-0115
FY73 $164,363 01-Dec-72 TO 30-Nov-73
DESCRIPTORS *Career Education, *Counseling, *Curriculum, *Guidance, Individual Counseling
IDENTIFIERS Career Decision Making, Career Program, Educational Materials Development, Panel G
Start Date 1 Dec 72 End Date 30 Nov 73

This program focuses on broad aspects of career development - chosing an occupation and suitable training, finding a job, changing jobs or occupation, managing a career, etc. The program uses Hollands' theory of careers to organize and explain vocational choices, occupational changes, and vocational achievement. The current program consists of three work units, two of which concern person - environment interactions and one which will be a diagnostic system. The first component is the Work Kits Unit, which will analyze how different types of high school students interact with different kinds of simulated work environments. It will use a simulated work environment (Krumboltz Kits) and use pre-post SDS scores to study congruency. The second component is the College Unit, which will analyze how different types of college environments affect the vocational choices of different types of students. Students at three institutions will be coded into Holland's six personality types. SDS data will be collected from them and a number of statistical tests will be conducted. The outcome will provide data on whether people in environments that are congruent with their personalities exhibit more satisfactions and achievement than those in incongruent environments. The third component the Diagnostic Work Unit is based on the hypothesis that most people have difficulty getting the right kind of vocational counseling for their particular problem. It will utilize the SDS and criteria inventory to gather basic data on 6,000 high school and college students, and adults, correlate this data with a series of diagnostic signs and apply a treatment such as counseling, reading, work experience, etc. The final product will be a plan for administering vocational treatment to students. This fiscal year research reports will be produced for two work units. The final product will be companion products for the SDS and the Vocational Preference Inventory in 1976. The budget for FY 73 is $200,000. The director has indicated he will not seek funding from NIE beyond this contract period which ends November 30, 1973.

EP733122 $18,208 Hodes

Center for Research, Development, and Training in Occupational Education.
INVESTIGATOR Coster, John K
ADDRESS Center for Occupational Education, Box 5096, Raleigh, N Carolina 27609, (919)755-3127
North Carolina State Univ., Raleigh
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
North Carolina Congressional District Number 4
GRANT OEG-2-7-070348-2698
FY73-$18,208 01-Feb-73 TO 28-Feb-73
DESCRIPTORS Adults, *Educational Development, *Program Planning
IDENTIFIERS Career Access, Educational Materials Development, Panel G
Start Date 1 Feb 73 End Date 28 Feb 73

The Center for Research, Development and Training in Occupational Education was involved in program activities currently funded under two separate contracts. A. Dynamic Analysis and Strategic Planning (EP 733 253) NE-C-00-3-0069 and B. Educational Systems: Adult Society (EP 733 254) NE-C-00-3-0070.

EP733123 $339,316 Smardak

ERIC Clearinghouse on Educational Media and Technology.
INVESTIGATOR Clark, Richard E
ADDRESS Encina Hall, Stanford, Calif 94305, (415) 321-2300 ext3345
Stanford Univ., Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
California Congressional District Number 10
CONTRACT NE-C-00-4-0027
FY73-$119,393 01-Jan-73 TO 31-Dec-73
FY74-$219,923 01-Jan-74 TO 31-Dec-74
DESCRIPTORS *Audiovisual Instruction, *Individualized Instruction, Systems Approach
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Educational Media and Technology covers: Individualized instruction, systems approaches, film, television, radio programmed instruction, computers in education, and miscellaneous audiovisual means of teaching. Technology in instruction and technology in society when clearly relevant to education.

EP733124 $339,950 Smardak

ERIC Clearinghouse on Educational Management.
INVESTIGATOR Piele, Philip K
ADDRESS P.O. Box 3237, Eugene, Oregon 97403, (503)686-3146
Oregon Univ., Eugene
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
Oregon Congressional District Number 4
CONTRACT OEC-0-8-080353-3514
FY73-$149,950 01-Jan-73 TO 31-Dec-73
FY74-$190,000 01-Jan-74 TO 31-Dec-74
DESCRIPTORS Administration, Educational Facilities, Educational Theories, *Leadership, *Management Education, Organizational Change
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Educational Management covers: Leadership, Management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization; sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

EP733126 $345,340 Smardak

ERIC Clearinghouse on Early Childhood Education.
INVESTIGATOR Katz, Lilian G
ADDRESS University of Illinois, 805 Pennsylvania, Urbana, IL 61801, (217) 333-1386
Illinois Univ., Urbana
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
Illinois Congressional District Number 22
CONTRACT OEC-70-2623(519)
FY73-$185,400 01-Feb-73 TO 31-Jan-74
FY74-$159,940 01-Feb-74 TO 31-Jan-75
DESCRIPTORS *Behavior Patterns, *Early Childhood Education, Educational Development, Educational Research, Infants, *Parent Role
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Feb 73 End Date 31 Jan 75

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Early Childhood Education covers: Prenatal factors, parental behavior, the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

PROJECT RESUMES

EP733127 $1.414.994 Smardak

ERIC Clearinghouse on the Disadvantaged.
INVESTIGATOR Gordon, Edmund W
ADDRESS 525 W 120th St, New York N.Y 10027 (212)870-4801
Columbia Univ. New York, N.Y Teachers College
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington D.C Office of Dissemination and Resources.National Inst of Education (DHEW), Washington, D.C Information and Communications System
New York Congressional District Number 18
CONTRACT OEC-0-9-420088-2927
FY73-$256,886 01-Sep-72 TO 31-Aug-73
FY74-$225 000 01-Sep-73 TO 31-Aug-74
DESCRIPTORS *Disadvantaged Environment, *Disadvantaged Groups, *Disadvantaged Youth, *Educational Programs, Ethnic Groups, Performance
IDENTIFIERS *Educational Resources Information Center ERIC
Start Date 1 Sep 72 End Date 31 Aug 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e. cataloging, indexing, abstracting) the select items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on the Disadvantaged covers: Effects of disadvantaged experiences and environments, from birth onward, academic, intellectual, and social performance of disadvantaged children and youth from grade 3 through college entrance, programs and practices which provide learning experiences designed to compensate for special problems of disadvantaged, issues, programs, and practices related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups

EP733129 $332,312 Smardak

ERIC Clearinghouse on Counseling and Guidance
INVESTIGATOR Walz, Garry R
ADDRESS Office of Research Administration, Ann Arbor Mich 48104 (313)764-7247
Michigan Univ., Ann Arbor
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington D.C Information and Communications System
National Inst of Education (DHEW) Washington, D.C Office of Dissemination and Resources
Michigan Congressional District Number 2
CONTRACT OEC-3-6-002487-1579
FY73-$172,452 01-Jan-73 TO 31-Dec-73.
FY74-$159,860 01-Jan-74 TO 31-Dec-74
DESCRIPTORS *Career Planning, *Counseling Services, *Counselor Educators, Group Guidance, Personnel, *Personnel Needs
IDENTIFIERS *Educational Resources Information Center ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e. cataloging, indexing, abstraction) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Counseling and Personnel Services covers: Preparation, practice, and supervision of counselors at all educational levels and in all settings, theoretical development of counseling and guidance, use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information, group work and case work, nature of pupil, student, and adult characteristics, personnel workers and their relation to career planning, family consultations, and student orientation activities

EP733130 $293.552 Smardak

ERIC Clearinghouse on Tests, Measurement and Evaluation.
INVESTIGATOR Melville, S Donald
ADDRESS Princeton, N.J 08540, (609)921-9000
Educational Testing Service, Princeton, N.J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D.C Information and Communications System
National Inst of Education (DHEW) Washington, D.C Office of Dissemination and Resources
New Jersey Congressional District Number 6
CONTRACT OEC-0-70-3797
FY73-$135,630 01-Jan-73 TO 31-Dec-73.
FY74-$157,922 01-Jan-74 TO 31-Dec-74
DESCRIPTORS *Educational Programs, *Evaluation, Evaluation Techniques, *Measurement, *Testing
IDENTIFIERS *Educational Resources Information Center ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e. cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and user services based on the data base. ERIC Clearinghouse on Tests, Measurement, and Evaluation covers: Tests and other measurement devices, evaluation procedures and techniques, application of tests, measurement, or evaluation in educational projects or programs

EP733131 $1.257.474 Cash

ERIC Processing and Reference Facility (including NIE Interim Proposal and Grants Control System).
INVESTIGATOR Brandhorst, W T
ADDRESS 1400 Spring Street, Silver Spring, Md 20910
Operations Research, Inc., Silver Spring, Md
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D.C Office of Administration
Maryland Congressional District Number 8
CONTRACT NE-C-00-3-0051
FY73-$546,664 16-Nov-72 TO 15-Nov-73.
FY74-$710,810 16-Nov-73 TO 15-Nov-74
DESCRIPTORS Contracts, Grants, Information Dissemination, *Information Processing, Information Retrieval, *Management Information Systems
IDENTIFIERS *Educational Resources Information Center, ERIC, *National Institute of Education, NIE
Start Date 16 Nov 72 End Date 15 Nov 75

The ERIC Processing and Reference Facility is a centralized information processing facility serving all components of the ERIC network, i.e., Central ERIC, nineteen (19) decentralized Clearinghouses, ERIC Document Reproduction Service, CIJE Contractor, etc. It is under the policy direction of Central ERIC. Services provided include: receiving and dispatch, document control (screening, duplicate checking, assignment, storage, special distributions, accessioning), document analysis (cataloging, indexing, abstracting, editorial review), authority list maintenance (including lexicographic analysis), data preparation (preparing machine-readable data), computer processing, system and file maintenance, data base management, programming, reference responses, etc. The Facility prepares and delivers a variety of products and publications from the ERIC data base. These include the monthly abstract journal Research in Education and its Semiannual and Annual Indexes, quarterly editions of the ERIC Thesaurus and Source Directory, annual editions of the rotated and hierarchical versions of the Thesaurus, semiannual editions of the Descriptor and Identifier Usage Reports; a quarterly Report/Project Number Index, a monthly cumulative Clearinghouse Number/ED Number Cross Reference Listing, a Title Index to the entire data base, regular updates to the ERIC Operating Manual, Directory of Clearinghouses, and the System Documentation, and numerous other listings, compilations, and indexes. The Facility is a major contributor of material to the Current Index to Journals in Education. Staff of the Facility serve OE in an advisory or consultant capacity, as for example, serving on the Panel on Educational Terminology, participating in tape user seminars, or doing analyses of the data base. A heavy emphasis is placed by the Facility on scheduling, statistical reporting, and cost accounting (including unit cost reports), for purposes of management control.

EP733134 $1,810,000 Welsh

Current Index to Journals in Education.
INVESTIGATOR Burgess, William E
ADDRESS 866 Third Avenue, New York, N.Y. 10022, (212)935-4300
CCM Information Corp., New York, N.Y
ORG TYPE For Profit
AWARD TYPE NCOMP
CAN NO B007150
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
New York Congressional District Number 18
CONTRACT OEC-0-9-429002-2457
FY73-$90,500 01-Jan-73 TO 31-Dec-73,
FY74-$90,500 01-Jan-74 TO 31-Dec-74
DESCRIPTORS Bibliographic Citations, Clearinghouses, *Documentation, *Indexes (Locaters), *Information Dissemination, Information Retrieval, Periodicals, Publications
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The preparation of ERIC journal article resumes onto magnetic tape in EJ accession number order will continue. The journal article resume will include bibliographic information, subject headings from the Thesaurus of ERIC Descriptors, and (where appropriate) an annotation describing the contents of the journal article, approximately 8150 journal articles will be cataloged, indexed, and annotated by the contractor. These journal resumes plus approximately 12,350 resumes prepared by the ERIC network of Clearinghouses will be processed by the contractor. Input will be edited prior to key stroking. A magnetic tape of ERIC journal articles will be forwarded to the NIE on a quarterly basis. The machine readable information will be used as a dissemination tool of ERIC.

EP733139 $8,747 Elmendorf

Visitation/Technical Assistance Services at Tutorial Reading Program Sites.
INVESTIGATOR Robbe, Jesse L
ADDRESS Supplemental and Auxiliary Services Div, Tutorial Reading Program, 120 East Walnut Street, Indianspolis, Indiana 46204, (317)634-2381
Indianapolis Public Schools, Ind
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500502
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources National Inst. of Education (DHEW), Washington, D.C. School Practices and Services Div
Indiana Congressional District Number 11
GRANT OEG-0-71-2536
FY73-$8,747 27-Jun-73 TO 30-Sep-74
DESCRIPTORS *Individual Instruction, *Paraprofessional School Personnel, *Remedial Reading Programs, *Teaching Techniques, Technical Assistance, *Tutorial Programs, Tutoring
Start Date 27 Jun 73 End Date 30 Sep 74

The purpose of this project is to provide an Indiana Center for the training of programed tutors and supervisory staff for school systems in Indiana and neighboring states. This is a teaching technique developed at Indiana University, based on the positive reinforcement principle with the paraprofessional tutor's reactions being controlled through programing. The technique has proved highly effective as a supplement to classroom teaching in kindergarten and grade one over the past 6 years. In addition to providing technical support in the form of training of programed tutors and supervisory staff, the proposed Center will be able to function as a resource center for programed tutoring programs applicable to oral language for the primary grades and beginning mathematics as the programs become available. It is proposed that the supervisory personnel of the PROGRAMED TUTORING VISITOR/TECHNICAL ASSISTANCE CENTER will be in charge of scheduling Programed Tutoring Workshops either at the Indianapolis Center or elsewhere as needed, coordinating the technical support of consultants from the Indianapolis Center, and, in general, providing for continuing supervision and consultation regarding programed tutoring projects as they are developed. School districts throughout Indiana and bordering states will be invited to have their paraprofessional and/or professional personnel trained in the programed tutoring techniques.

EP733140 $146,130 MacAdams

Rhode Island Education Information Center.
INVESTIGATOR Mellor, Kenneth P
ADDRESS 25 Hayes Street, Providence, Rhode Island 02908 (401)277-2472
Rhode Island State Dept. of Education, Providence
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500503
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Rhode Island Congressional District Number 2
GRANT OEG-0-72-4333
FY73-$106,130 01-Mar-73 TO 31-Dec-74
DESCRIPTORS *Educational Needs, *Information Networks, *Regional Programs, *State Programs
Start Date 1 Mar 73 End Date 31 Dec 74

The project will continue operation of the Rhode Island Education Information Center, a comprehensive state information center which links national, regional and local sources of new and validated education programs, practices, and research with local education agencies. The Center will operate through a component of the State's Department of Education to assist that unit in helping local educators identify critical educational needs, search for alternative solutions to those needs, and develop and install proven or promising programs which best meet the needs of local educators.

EP733143 $114,641 Haughey

Informational Services Component of Texas Educational Renewal System.
INVESTIGATOR Nix, Charles
ADDRESS Office of Planning, Eleventh and Brazos, Austin, Texas 78711, (512) 475-2066
Texas Education Agency, Austin
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500503
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Texas Congressional District Number 10
GRANT OEG-0-71-3953
FY73-$114,641 31-Dec-72 TO 30-Jun-73
DESCRIPTORS Educational Change, *Educational Resources, *Information Services, *Resource Materials, *State Programs
Start Date 31 Dec 72 End Date 30 Jun 73

This project will expand the current Texas information Service to provide comprehensive educational information facilities to educators throughout the State of Texas. The project will ensure quick availability and easy accessibility of educational information to assist educational change by making a greater number of alternatives available to Texas decision-makers and practitioners. Information will be provided through responses to individual user requests, preparation of materials on topics of high interest, development of a resource collection, and continued development of a delivery system emphasising personal contact between trained field agents and clients.

EP733145 $26,125 Coulson

Local Information Network of Knowledge for Educational Renewal (LINKER).
INVESTIGATOR Lavin, Richard J
ADDRESS 101 Mill Road, Chelmsford, Mass 01824, (617)256-3985
Merrimack Education Center, Chelmsford, Mass
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500503
National Inst of Education (DHEW), Washington, D.C. Information and Communications System
National Inst of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Massachusetts Congressional District Number 6
GRANT OEG-0-71-3882
FY73-$26,125 01-Sep-68 TO 31-Aug-74
DESCRIPTORS Information Dissemination, *Information Networks, Inservice Education, *Resource Materials, School Districts
Start Date 1 Sep 68 End Date 31 Aug 74

Objectives 1 Maintain and update an information storage bank. 2 Fulfill requests for information by individuals and groups of educators. 3 Provide individuals from Merrimack Education Center who will serve as information linkers to educators. 4 Identify educators in school buildings who are perceived as "gatekeepers" for information dissemination. 5 Present descriptive specific information on "successful practices" from both local and national sources. 6 Evaluate the utilization and theory-into-practice frequencies by teachers in terms of classroom practices, and 7 Explore dissemination activities with other agencies to improve knowledge utilization at the state level. Output data from the annual regional needs assessment questionnaire is utilized to identify information needs of clients. Using the resource information bank the Center targets information through workshops, "successful practice" sessions, and individualized searches. MEC staff is augmented by field agents who interact with local gatekeepers. A link is developed between information dissemination and new aspects of in-service education. Successful LINKER outcomes are disseminated to other regions for replication.

EP733146 $178,945 Haughey

A Project to Develop an R and D Information Network of Joint County Schools in the State of Iowa.
INVESTIGATOR Bruett, Mary Jo
ADDRESS Grimes State Office Building, Des Moines, Iowa 50319, (515)281-5274
Iowa State Dept of Public Instruction, Des Moines
ORG TYPE State/Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500501
National Inst of Education (DHEW), Washington, D.C. Information and Communications System
National Inst of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Iowa Congressional District Number 4
GRANT OEG-0-71-3725
FY73-$81,419 26-Dec-72 TO 30-Sep-74
DESCRIPTORS *Educational Planning, *Information Networks, Private Schools, Public School Teachers, *Research and Development Centers, *Statewide Planning
Start Date 26 Dec 72 End Date 30 Sep 74

The project will complete a statewide information network to make research and development results available to every public and private school educator in the State of Iowa. The project will eliminate deterrents to the information flow between researchers and practitioners. The network will link regional educational media centers and/or joint county systems with the Iowa Department of Public Instruction. Local sites will be linked directly to practitioners by trained field representatives who will provide supplemental educational services directly to teachers and children. The Department of Public Instruction will maintain major information resources and provide linkages to local and national consultants.

EP733153 $468,835 Smardak

ERIC Clearinghouse on Teacher Education.
INVESTIGATOR Burdin, Joel
ADDRESS One Dupont Circle, Washington, D.C. 20036, (202)293-7280
American Association of Colleges for Teacher Education, Washington, D.C.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D.C. Information and Communications System
National Inst of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
District of Columbia
CONTRACT OEC-0-8-080490-3706
FY73-$251,021 01-Mar-73 TO 28-Feb-74,
FY74-$217,814 01-Mar-74 TO 28-Feb-75
DESCRIPTORS *Educational Theories, General Education, *Inservice Education, Philosophy, *Preservice Education, *Teacher Education
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Mar 73 End Date 28 Feb 75

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Teacher Education covers: School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA institutes not covered by subject specialty in other ERIC Clearinghouses.

EP733155 $367,603 Smardak

ERIC Clearinghouse on Higher Education.
INVESTIGATOR Lange, Carl J
ADDRESS 2121 Eye St., N.W., Washington, D.C. 20006, (202) 296-2597
George Washington Univ, Washington, D.C.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D.C. Information and Communications System
National Inst of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
District of Columbia
CONTRACT OEC-0-9-180487-0763
FY73-$177,603 01-Sep-68 TO 31-Aug-73,
FY74-$190,000 01-Sep-73 TO 31-Aug-74
DESCRIPTORS College Programs, Federal Programs, *Higher Education, *Instructional Programs, *Teaching Programs, *University Administration, *University Extension
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Sep 68 End Date 31 Aug 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Higher Education covers: Various subjects relating to college and university students, college and university conditions and problems, college and university faculty, institution research, Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

EP733157 $395,845 Smardak

ERIC Clearinghouse on Rural Education.
INVESTIGATOR Edington, Everett D
ADDRESS N Mexico St U, Las Cruces, N Mexico 88003, (505)646-3404
New Mexico State Univ., Las Cruces
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
New Mexico Congressional District Number 2
CONTRACT OEC-1-6-062469-1574
FY73-$207,461 01-Apr-73 TO 31-Mar-74
FY74-$188,384 01-Apr-74 TO 31-Mar-75
DESCRIPTORS *American Indians, Culturally Disadvantaged, *Educationally Disadvantaged, Mexican Americans, Migrant Workers, *Rural Education, *Small Schools, *Spanish Americans
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jun 66 End Date 31 Mar 75

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Rural Education and Small Schools covers: Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children, outdoor education, economic, cultural, social, or other factors related to educational programs in rural areas and small schools, disadvantaged of rural and small school populations.

EP733158 $241,735 Marron

ERIC On-Line Retrieval Services.
INVESTIGATOR Summit, Roger
ADDRESS Lockheed Missiles & Space Co., Res & Dev Div, Box 54, Sunnyvale, Ca 94088, (415)493-4411
Lockheed Missiles and Space Co., Sunnyvale, Calif
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 2500501
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources.National Inst of Education (DHEW), Washington, D C Information and Communications System
California Congressional District Number 10
CONTRACT OEC-0-71-2559
FY73-$241,735 26-Mar-73 TO 25-Sep-74
DESCRIPTORS Data Bases, *Educational Resources, *Information Retrieval, Magnetic Tapes, *On Line Systems, *Research Utilization
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 26 Mar 73 End Date 25 Sep 74

In accordance with the special conditions hereof, which will become a part of any resulting contract, proposals are solicited for an on-line information retrieval system. A system which enables the user to dynamically partition the total information collection according to user-specified combinations of characteristics while providing the capability of retrospective retrieval and identification of a set or subset of document surrogates that are relevant to particular detailed questions. The system data base will be drawn from but is not limited to the magnetic tape files of the U.S. Office of Education, Educational Resources Information Center (ERIC).

EP733160 $374,619 Smardak

ERIC Clearinghouse on Social Studies and Social Sciences.
INVESTIGATOR Fox, Robert S
ADDRESS Social Science Educ. Consortium, 855 Broadway, Boulder, Colo 80302, (303) 443-1383
Social Science Education Consortium, Inc., Boulder, Colo
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
Colorado Congressional District Number 2
CONTRACT OEC-0-70-3862
FY73-$194,479 15-May-73 TO 31-Dec-73,
FY74-$180,140 01-Jan-74 TO 31-Dec-74
DESCRIPTORS Child Development, *Educational Theories, *Instructional Improvement, *Learning Theories, *Social Sciences, *Social Studies
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 15 May 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse for Social Studies/Social Science Education covers: All levels of social studies and social science, all activities relating to teachers, content of disciplines, applications of learning theory, curriculum theory, child development theory, and instructional theory, research and development programs, special needs of student groups, education as a social science, social studies/social science and the community.

EP733166 $298,517 Smardak

ERIC Clearinghouse on Junior Colleges.
INVESTIGATOR Cohen, Arthur M
ADDRESS 405 Hilgard Avenue, Los Angeles, Calif 90024, (213) 825-3931
California Univ., Los Angeles
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
California Congressional District Number 6
CONTRACT OEC-4-6-1580
FY73-$148,550 01-Jan-73 TO 31-Dec-73,
FY74-$149,967 01-Jan-74 TO 31-Dec-74
DESCRIPTORS *Administration, *Educational Accountability, Educational Objectives, *Junior Colleges, Junior College Students, Private Colleges, *Undergraduate Study
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse for Junior Colleges covers: Development, administration, and evaluation of public, private community junior colleges; junior college students, staff, curricular programs, libraries, and community services.

EP733169 $395,355 Smardak

ERIC Clearinghouse on Science, Mathematics, and Environmental Education.
INVESTIGATOR Howe, Robert W
ADDRESS 1314 Kinnear Road, Columbus, Ohio 43212, (614)422-1993
Ohio State Univ., Columbus. Research Foundation
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
Ohio Congressional District Number 12
CONTRACT OEC-3-6-002493-1618
FY73-$189,380 01-Mar-73 TO 31-Dec-73,

FY74 $205,975 01-Jan-74 TO 31-Dec-74
DESCRIPTORS *Curriculum Development, *Environmental Education, *Inservice Education, Instructional Materials, Instructional Media, *Mathematics, *Preservice Education, *Sciences
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Mar 73 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Science, Mathematics, and Environmental Education covers: All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

EP733170 $24,880 Penney

Persistence and Spread of Balanced Interracial Interaction
INVESTIGATOR Cohen, Elizabeth
ADDRESS Stanford, Calif 94305 755-7982
Stanford Univ., Calif.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500601
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
California Congressional District Number 10
CONTRACT OEC-9-71-0037
FY73 $24,880 15-Dec-72 TO 30-Jun-74
DESCRIPTORS Caucasian Students, *Group Relations, *Junior High School Students, Negro Students, Race Relations, *Racial Integration
Start Date 15 Dec 72 End Date 30 Jun 74

Black junior high school boys are taught how to build a two transistor radio. White boys are then added to the group, without any training on the building of radios. The social context is now one that accords higher-than-conventional status to the blacks, and in this context, the relations between blacks and whites show marked improvements in terms of cooperation, formation of positive attitudes towards each other, and elimination of stereotypic expectations about each other.

EP733171 $1,125,414 Klein

Project to Design New Patterns for Training R & D Personnel in Education.
INVESTIGATOR Glaser, Robert
ADDRESS Learning Research and Development Center, 135 N. Bellefield St., 8th Floor, Philadelphia, Pa. 15213 (412)621-3500 Ext. 6776
Pittsburgh Univ., Pa.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500602
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
Pennsylvania Congressional District Number 14
GRANT OEG-0-71-1176
FY74 $550,416 01-Jan-73 TO 31-Dec-74
DESCRIPTORS *Curriculum Development, *Personnel, *Research and Development Centers
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jan 73 End Date 31 Dec 74

The Research and Development Training Project at the University of Pittsburgh is in the process of developing a series of educational programs that will train personnel to meet present and future educational needs. Specifically, these training programs consist of two major divisions. The Curriculum Design and Local Change Program involve three components: (1) the preparation of a prototype graduate level training program in the area of curriculum design and development, (2) a short-term program, The Use of Learning Principles in Instruction which will have been developed and field tested by completion of this contract, and (3) support for eleven graduate students who are in the final phase of their doctoral program. The second major program, the Multi-Disciplinary Graduate Research and Development Training Program in Education is designed to provide students from a variety of disciplines to apply their expertise to the problems of education. The program will attempt to capitalize on specific methodologies that exist within these disciplines and on the application of these methodologies to significant problems. The training will include interdisciplinary discussions geared to allow meaningful relationships to emerge between the disciplines as the participants gain task-oriented work experience on relevant educational problems. This program will involve both graduate students as well as their faculty mentors in the application of their disciplines to education and will facilitate the integration of a variety of research and development methodologies to the conceptualization and resolution of educational problems. (Author)

EP733172 $203,126 Egermeier

Program to Operationalize a New Training Pattern for Training Evaluation Personnel in Education.
INVESTIGATOR Cook, Desmond L.
ADDRESS College of Education, The Evaluation Center, 1314 Kinnear Road, Columbus, Ohio 43212 (614) 422-3078
Ohio State Univ., Columbus. Research Foundation.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
Ohio Congressional District Number 15
GRANT OEG-0-71-1051
FY73 $203,126 01-Jan-73 TO 31-Dec-74
DESCRIPTORS *Career Education, *Evaluation, *Personnel, *Training Objectives, *Vocational Education Teachers
Start Date 1 Jan 73 End Date 31 Dec 74

The topics outlined in the proposed study are as follows: 1. information, evaluation and planning systems for vocational education; 2. cooperative development of performance based systems for vocational education personnel; 3. instructional systems design I; 4. Vocational development and adjustment I career planning support system; and 5. diffusion strategies for career education.

EP733173 $666,047 Egermeier

Design of a Functional Competence Training Program for the Development, Dissemination, and Evaluation Personnel at Entry Professional Level in Education.
INVESTIGATOR Hood, Paul D.
ADDRESS Program Area Div. 2, Educ. Systems, 1855 Folsom St., San Francisco, Calif. 94103 (415)565-3000
Far West Lab. for Educational Research and Development, Berkeley, Calif.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500602
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
California Congressional District Number 7
GRANT OEG-0-71-1194
FY73 $666,047 01-Jan-73 TO 30-Jun-75
DESCRIPTORS *Evaluation, *Information Dissemination, Professional Personnel
Start Date 1 Jan 73 End Date 30 Jun 75

This document contains the proposed work plans for the final phase of the Functional Competence Training Program for Development, Dissemination and Evaluation (DD&E) Personnel at the Entry Level in Education. The plan proposes to complete development and field testing of training resources in six DD&E competence areas: planning, development, evaluation, dissemination, information/data collection and organization, and communication skills. All modules are designed to provide orientation, performance objectives, instructional resources and recommended learning exercises, readings and other activities. The majority of the modules are designed primarily to provide foundational information and knowledge; some however also aim to develop specific job relevant work skills. Appropriate content tests accompany each module. Users will also be provided with an implementation and operational procedures guide, a catalog of DD&E competences, and a catalog of relevant instructional resources, indexing and describing the resources developed by the project and relevant resources available from other sources. The project will also develop a comprehensive battery of diagnostic tests suitable for assessing entry level DD&E competence and a model competence certification test battery. Finally, the plan proposed to document and evaluate specific instructional strategies and to document the history of the project as a case study. Practical outcomes will appear in the implementation and operational procedures guide. Technical description, evaluation, and recommendations regarding the training development, consortium arrangement, training utilization, competence battery test development will be contained in a final technical report. (Author)

EP733174 $85,425 Egermeier

Plan for Field Test of Program 4: Training for Leadership in Local Educational Change.
INVESTIGATOR Heathers, Glen
ADDRESS Administbrina for Change, 1700 Market St, Philadelphia, Pa 19103, 561-4100
Research for Better Schools, Inc., Philadelphia, Pa
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500602
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div
Pennsylvania Congressional District Number 1
GRANT NE-G-00-3-0001
FY73 $85,425 01-Jan-73 TO 31-Dec-73
DESCRIPTORS *Educational Change, *Leadership, *Testing
Start Date 1 Jan 73 End Date 31 Dec 73

During 1971-72, materials were developed and tried out in two programs to train leaders in local educational change. Among the products of the training programs were 25 training units in prototype form. During 1973 it is proposed to revise and field test selected units from the 25 with key personnel involved in local educational change. The work will be centered at Research for Better Schools, in Philadelphia, but the field testing will take place at about six different sites. Four types of agencies will participate: regional educational laboratories, state education departments, school systems and schools of education. Within each agency, personnel in key positions will be selected as trainees. An Advisory Group consisting of one or more representatives of each field test agency will be formed by January, 1973 to advise in unit revision and in planning the field tests. Each agency will select the units it considers most relevant to its needs. Selection and revision before try-out will be based on a job and task analysis of the position held by trainees. The number of training units that can be revised depends mainly on the project personnel made available. If three full-time professional level persons may be made available during 1973, it is expected that about ten units can be revised and field tested. Field test agencies other than Research for Better Schools will not contribute to revision of units beyond offering advice on content and format. When feasible, agency personnel will conduct the training, with assistance from the training project staff as needed. The training units will become ready for field testing at different times, so the tests will extend for the full year of 1973. Evaluation of the field test will focus on the relevance of the units tested to the personnel involved in the test, the effectiveness of conduct of training, the quality of the units, and on improved performance on the job by the trainees. Feedback from the try-out will be analyzed and used in revising the units for publication. At that time, a publisher will be sought. (Author)

EP733181 $7,500,000 Schaffarzick

Comprehensive Career Education Model.
INVESTIGATOR Fitch, Brian
ADDRESS Center for Vocational and Technical Education, 1900 Kenny Rd., Columbus, Ohio 43210, (614) 486-3655
Ohio State Univ., Columbus
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Ohio Congressional District Number 15
GRANT OEG-0-72-1419
FY73 $7,500,000 16-Mar-72 TO 30-Sep-74
DESCRIPTORS *Career Education, *Curriculum Development, *Instructional Programs, *Program Development, Vocational Education
IDENTIFIERS Career Access Model I, School Based Career Ed
Start Date 16 Mar 72 End Date 30 Sep 74

During FY 73, the Center for Vocational and Technical Education at the Ohio State University undertook work in the following areas: (1) the development of 140 curriculum units which will serve as the nucleus of a Career Education Instructional Program and, and (2) the development and testing of programs for training educational personnel to install and implement components of Career Education in the schools and to interface these programs with the community. Additional Activities: Via a time extension on the existing grant with CVTE the following activities will be undertaken in FY 74 (utilizing FY 73 monies already in project): (1) Revise the 45 curriculum units which have already been field tested, (2) Test and revise the accompanying staff development products, (3) Reproduction, in quantities necessary, of the remaining units which are to be field tested in FY 74, (4) Develop an RFP for publication of career education products to date after an initial assessment of publishers' interests in the area, (5) Fund the writing of 6 LEA (those who have cooperated in developmental efforts already undertaken) case histories which will reflect an analysis of the degree of involvement of those LEAs in career education, and (6) Develop a case history based on the efforts at CVTE during project years. (Author)

EP733185 $1,831,215 Johnston

A Proposal to the National Institute of Education for a Home/Community-Based Project.
INVESTIGATOR Guilfoy, Vivian
ADDRESS 55 Chapel Street, Newton, Mass 02158, (617)969-7100 X259
Education Development Center, Inc., Newton, Mass
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Massachusetts Congressional District Number 4
CONTRACT NE-C-00-3-0121
FY73 $1,635,531 15-Mar-73 TO 30-Sep-74
FY74 $195,684 15-Mar-73 TO 30-Sep-74
DESCRIPTORS *Adult Education, *Career Opportunities, *Homebound, *Job Skills, *Vocational Counseling
IDENTIFIERS Adult Career Education, Career Access, Home Community Based Project, The Telephone Number
Start Date 15 Mar 73 End Date 30 Sep 74

The 'Home/Community Based' Project was designed to enhance the employability of adults. It was recognized that many adults find themselves in jobs they do not like, in jobs with no opportunities for advancement, or they are unable to compete because of the absence of necessary personal and vocational skills for job entry. At the same time, adults are faced with special problems as they attempt to upgrade their skills or gain new ones. Often times this population is unfamiliar with the educational and training opportunities available to them. Others who attempt to avail themselves of these opportunities find that courses are not offered at a time convenient to them, that tuition costs are high, that there is an absence of counseling services tailored to their needs, and that there is an absence of supportive social services such as day care for children, etc. For these adults, the Home Community Based Project is exploring new ways to make career education available to them. This project has designed a counseling and guidance service for adults who are at home, but desirous of entering the labor market. The population served is composed primarily of women in the home with small children who are about to enter school, older women who no longer have child-rearing responsibilities, older youth who are not at school but desirous of getting additional training before seeking employment, and older adults who have retired and wish to explore parttime employment options. A variety of multi-media outreach strategies have been designed to reach this broad population, and initial counseling services are provided over the telephone by paraprofessional counseling aides. The first year as a research project will be completed in May, 1974. By that time, the project will have operationalized its design.

EP733187 $1,627,361 Cunningham

Career Intern Program.
INVESTIGATOR: Newkirk, Gettie
ADDRESS: 18 West Chelten Avenue Philadelphia Pa 19144
Opportunities Industrialization Center, Inc., Philadelphia, Pa.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B006150 PROPOSAL DATE: 1 Mar 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Pennsylvania Congressional District Number 1
CONTRACT: NE-C-00-3-0122
FY73 $436,026 01-Apr-73 TO 31-Aug-73,
FY74 $1,191,335 15-Dec-73 TO 31-Aug-74
DESCRIPTORS: *Career Opportunities, Dropouts, *Potential Dropouts, *Student Motivation, *Urban Education, *Vocational Counseling
IDENTIFIERS: Career Access, Minorities, Nontraditional Alternatives for Youth, OIC
Start Date 1 Apr 73 End Date 29 Feb 76

The Career Intern Program (CIP) is an alternative school designed for 10th, 11th, and 12th graders designated by Germantown High School and Martin Luther King Middle School as either dropouts or potential dropouts. The program was designed to meet the needs of students who were not functioning in a traditional academic setting by coordinating the students total environment through a fusion of academic subjects with the requirements of actual careers. The program is divided into three main phases along with a screening component. Phase I is designed to motivate the student and stimulate career awareness. During this phase of the program, the intern is exposed to six different career clusters (categories of occupations) and the individual jobs within these categories so that the intern will have enough information at the end of Phase I to make a career choice. Phase II of Career Exploration reinforces the material learned in Phase I by combining a curriculum which fuses career information and the traditional academic subjects leading to a high school diploma with practical work experience. In Phase III, or Career Specialization, the intern pursues his particular career plan on a higher level by entering either on-the-job training, or preparing for technical school or college.

EP733189 $359,827 Schaffarzick

The Evaluation of the Comprehensive Career Education Model.
INVESTIGATOR: Brickell, Henry M.
ADDRESS: 52 Vanderbilt Avenue, New York, N.Y. 10017, (212)686-8910
Institute for Educational Development, New York, N.Y.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
New York Congressional District Number 24
CONTRACT: NE-C-00-3-0054
FY73 $359,827 01-Dec-72 TO 30-Jun-74
DESCRIPTORS: Achievement, *Career Education, Community Involvement, *Educational Development, *Performance Criteria, *Program Evaluation
Start Date 1 Dec 72 End Date 30 Jun 74

The Institute for Educational Development (IED) was given a contract to monitor and evaluate the performance of four separate groups of performers during the development and the field test of the CCEM units. These groups include pupils in grades K-12 who use the CCEM units, LEA instructional staffs and communities (i.e., all school and community personnel who carry out CCEM), LEA project staffs (i.e., those people in the six LEA's assigned to lead and carry out the creation and installation of CCEM in the cooperating sites), and CVTE project staff (i.e., staff at CVTE who provide overall leadership and direction to the project). More specifically, IED has contracted to perform the following tasks: (1) to determine the amount of pupil growth in achieving the objectives established by CCEM in eight areas at 13 grade levels, to the extent that curriculum units are available for providing such growth. The eight areas include: educational awareness, career awareness, self awareness, favorable attitudes, economic understanding, decisionmaking skills, employment skills, and employability skills. (2) To evaluate the performance of the instructional staff and community in the six cooperating LEA's in a manner which will simultaneously prove helpful to the instructional staffs and provide performance evaluation to the project staff. The performance areas of these populations include: installation of CCEM components, effective use of CCEM components, infusion of career content throughout school program, accommodation of program, staffing and facilities to CCEM, community participation in school affairs, staff knowledge of and attitudes toward CCEM, and community knowledge of and attitudes toward CCEM. (3) To monitor the performance of the LEA project staffs in the six cooperating LEA's in a manner which will simultaneously prove helpful to those staffs and providing a prompt performance evaluation to CVTE. The performance areas of these populations include: systems and planning, program, curriculum, career preparation, guidance and placement, support systems, community relations, staff development, and evaluation. (4) To monitor the work of the prime contractor in a manner which will simultaneously prove helpful to the prime contractor and provide a performance evaluation to NIE. The performance areas of these populations are the same as those listed for the LEA project staffs under task #3. (5) To describe the educational, social, and economic makeup of the six cooperating LEA's in which CCEM was developed and installed, and (6) To produce a monograph which (1) provides a step by step case history of the field test of the CCEM curriculum units, indicating the steps taken, the decisions made, what went right, and what went wrong, and (2) provides NIE and other field testers with an explication of what IED has learned about the difficulties to be expected in field testing and about the best ways of conducting field tests.

EP733191 $1,998,610 Ingram

National Education Computer Services.
INVESTIGATOR: Bright, R. Louis
ADDRESS: P.O. Box 1591, Waco, Tex 76703, (817) 799-2452
Western Inst. for Science and Technology, Waco, Tex.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: 2500601
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Texas Congressional District Number 11
GRANT: OEG-0-72-0391
FY73 $1,998,610 01-Aug-72 TO 01-Sep-74
DESCRIPTORS: *Computer Assisted Instruction, *Computer Programs, *Cost Effectiveness, *Educational Facilities, *Program Budgeting
Start Date 1 Aug 72 End Date 1 Sep 74

National Education Computer Services provides small educational institutions access to a powerful computer facility and services at a cost that they can afford.

EP[illegible]3193 $582,355 Brainard

Annual Census of Hearing Impaired Children.
INVESTIGATOR: Gentile, Augustine
ADDRESS: Office of Demographic Studies, 7th and Florida Avenue, N.E., Washington, D.C. 20002
Gallaudet Coll., Washington, D.C.
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: 48008150

CAN NO B004152
National Inst of Education (DHEW) Washington D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
District of Columbia
GRANT OEG-32-18-0070-6009
FY73-$327,625 01-Sep-72 TO 01-Sep-73
FY74-$254,730 01-Sep-72 TO 28-Feb-75
DESCRIPTORS *Aurally Handicapped, *Census Figures, Childhood Needs, *Data Collection, *Handicapped Children, *Learning Disabilities, Systems Development
Start Date 1 Sep 72 End Date 28 Feb 75

The purpose of this proposal is to establish a system for collecting each year demographic, educational, audiometric and other related information on each child in the United States who requires special educational services because of an impairment of the sense of hearing. The methods and procedures to be used in instituting the system, beginning with the 1968-69 school year, will be based on the experience and knowledge gained during a two year developmental study, recently completed by the author of this proposal, which was funded by the Division of Research, Bureau of Education for the Handicapped, Office of Education. The system will be developed along the following lines. Each year an individual record will be collected on all children in the 103 schools for the deaf. During the 1968-69 school year records also will be collected from not less than 50 schools with classes for the hearing impaired. In subsequent years additional classes will be included until complete coverage is obtained. In addition, individual records will be obtained on hearing imparied students not in classes for the hearing impaired but receiving other types of special education from states that are prepared to participate in the system. A national advisory committee composed of representatives of the schools and school systems participating will review the plans and procedures for the operation of the reporting system and provide guidance for its operations. This program will provide useful information on a large and important segment of the hearing impaired population by the end of the first year and eventually will provide data on all hearing handicapped children. The experience gained in the development of this program should be very useful in the development of similar programs for the collection of data on children with other handicapping conditions. (Author)

EP733194 $445,002 Brainard

A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children
INVESTIGATOR Haring, Norris G
ADDRESS Educational Experimental Unit, 3917 University Way N.E., Seattle, Wash 98105
Washington Univ, Seattle
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B008150
National Inst of Education (DHEW) Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Washington Congressional District Number 1
GRANT OEG-0-70-3916
FY73-$215,237 01-Sep-72 TO 01-Sep-73
FY74-$229,765 02-Sep-73 TO 03-Sep-74
DESCRIPTORS *Classroom Observation Techniques, *Curriculum Research, *Handicapped Children, Social Behavior, Teaching Procedures
Start Date 1 Sep 72 End Date 3 Sep 74

This project is concerned with identifying variables that are involved in teaching the handicapped. The general areas that have been delienated are: curriculum research, classroom measurement procedures, instructional procedures, management of social behavior, and the investigation and development of instructional programs. The overall goals of the project are directed at providing a better education for every child in the Nation, including severely handicapped. The project also intends to provide more effective integration of moderately handicapped children into regular school programs. (Author)

EP733195 $127,606 Johnson

Project F.A.S.T. (Facilitating Academic Study Techniques) for Handicapped Children.
INVESTIGATOR Martin, Clessen J
ADDRESS College of Education, Dept of Educational Psychology, College Station, Tex 77843, (717) 845-3154
Texas A and M Univ, College Station
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B008150
National Inst of Education (DHEW) Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Texas Congressional District Number 6
GRANT OEG-0-72-1211
FY73-$63,329 01-Mar-73 TO 28-Feb-74
FY74-$64,277 01-Mar-74 TO 28-Feb-75
DESCRIPTORS *Cognitive Development, *Educable Mentally Handicapped, *Handicapped Children, *Instructional Materials, *Learning Disabilities
IDENTIFIERS *Project FAST
Start Date 1 Mar 73 End Date 28 Feb 75

The major focus of this project will be the facilitation of school learning and the specification of those conditions which facilitate this learning among educable retarded, blind, and deaf children. One phase of the present project will be concerned with the application of associative learning strategies to the development of a basic sight reading vocabulary among educable mentally retarded children. The second distinct but chronologically parallel phase of this project is concerned with determining the possibility of developing objective reduction rules whereby existing educational materials may be condensed into a telegraphic-type format and to assess the effects which these reduction procedures have upon the comprehension of telegraphic materials among deaf and blind children. The ultimate goal of phase one is the development of research based instructional materials which incorporate the concept of associative mnemonics and the employment of inexpensive and portable educational equipment designed to achieve a self-instructional capability for teaching educable retarded children a basic sight vocabulary. This phase is concerned with the development of an educational approach to reading which may be termed MNEMONITECHNIC. The goal is to use available self-instructional technological devices for presenting material which incorporates the concept of associative mnemonics. The ultimate goal of the second phase is the development of several prose reduction techniques which can be applied to educational materials encountered by deaf and blind children. This phase of the project is based upon the assumption that written and spoken language contains many words and word sequences which are unnecessary for the comprehension of a message. Several experiments employing deaf and blind children will be conducted in order to assess the effects of the reduction programs upon the comprehension of the telegraphic learning materials. (Author)

EP733196 $265,620 O'Malley

National Institute of Education Child Study Center.
INVESTIGATOR Taylor, Thomas C
ADDRESS 1200 North Capitol Street, Washington, D.C. 20001 (202) 638-1272
National Capital Area Child Day Care Association, Washington, D.C.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B005153
National Inst of Education (DHEW) Washington, D.C. Basic Studies Div
National Inst of Education (DHEW), Washington, D.C. Office of Research
District of Columbia
CONTRACT NE-C-00-3-0286
FY73-$212,173 18-Dec-72 TO 30-Jun-73
FY74-$53,447 01-Jul-73 TO 31-Dec-74
DESCRIPTORS *Child Development Centers, *Childhood, *Early Childhood Education
IDENTIFIERS *National Institute of Education, NIE, NIE Child Study Center
Start Date 18 Dec 72 End Date 31 Dec 74

The NIE Child Study Center, formerly the OE Demonstration Center, is supported as a facility for in-house professionals to conduct research on the learning and development of young children Responsibility for operations is contracted to the National Child Day Care Association in Washington with the understanding that researchers with a variety of interests may wish to involve the Center's children in their activities. Currently an investigation of social competence is being conducted, other researchers have expressed interest in conducting studies on topics such as socioeconomic and racial mix, sex role development, and cognitive development The Center is located in the Office of Education building and contains 40 children aged 3 to 5 years Recruitment of children has been directed toward creating heterogeneity in age, sex, socioeconomic status, and race The purpose of this selective recruitment is to provide an environment appealing to researchers interested in the consequences of heterogeneity and social development The staff consists of one full-time teacher-director, three teachers, one teacher assistant, and three teacher aides, resulting in a staff child ratio of 1 5 The Center is opened year-round, five days a week from 7 30 a m to 6 00 p m The program follows an open classroom philosophy but includes more structured presentations for children who appear interested in and in need of preparation for the transition to elementary school (Author)

EP733198 $1,864,589 Klein

Improving Teaching Competencies Program.
INVESTIGATOR Young, Charles
Northwest Regional Educational Lab, Portland, Oreg
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005156
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Teaching and Curriculum Div
Oregon Congressional District Number 3
CONTRACT NE-C-00-3-0072
FY73 $1,864,589 01-Mar-73 TO 30-Nov-74
DESCRIPTORS Curriculum Planning, Improvement Programs *Instructional Systems, *Performance Based Teacher Education, *School Personnel, *Training Techniques
IDENTIFIERS Education Personnel
Start Date 1 Mar 73 End Date 30 Nov 74

This is an instructional systems program for training school personnel During the present funding period ending in 1975, the program will complete seven instructional systems, develop eight additional systems to the field testing stage, pilot test the final instructional system, and design and arrange for longitudinal testing of the program These instructional systems will concentrate on training in six areas 1) supportive curricular materials, 2) verbal behaviors, 3) improving individual teaching styles, 4) interpersonal skills, 5) continuous growth and self-renewing processes, and 6) analyzing processes

EP733199 $791,880 Waderath

Intercultural Reading and Language.
INVESTIGATOR Fish, Lawrence D
ADDRESS Northwest Regional Educational Lab, 400 Lindsay Bldg, 710 S W 2nd Ave, Portland, Oregon
Northwest Regional Educational Lab, Portland, Oreg
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005158
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Multicultural Programs
Oregon Congressional District Number 3
CONTRACT NE-C-00-3-0073
FY73 $314,750 01-Mar-73 TO 30-Nov-73;
FY74 $477,130 01-Mar-73 TO 30-Nov-74
DESCRIPTORS *Disadvantaged Youth, *Intercultural Programs, *Language Skills, *Learning Motivation, Reading Skills, *Self Concept, Training Techniques
Start Date 1 Mar 73 End Date 30 Nov 74

The program objective is to increase the reading and language skills of culturally different and disadvantaged children while bolstering pride in their ethnic heritage and confidence in their ability to achieve The general approach includes development of culturally relevant reading and language materials and associated teacher training programs The target populations are selected on the basis of their recognition of their own needs, support of the affected group, willingness to share directly in the development, and availability of needed service agencies The needs and conditions for development of special materials have been analyzed for Alaskan Natives, Hawaiian Natives, Pacific Island populations, Pacific Northwest Indians, Spanish-speaking populations, Orientals (Japanese, Chinese, Koreans), and disadvantaged, inner city populations Current conditions favor continued work with Alaskans and [illegible]vantaged populations and initiation of components with Pacific Northwest Indians, Guamanians, and Samoans Key personnel of the Indian Program includes a Policy Board composed chiefly of native members, the Laboratory staff, and native resource persons During the dissemination period responsibility for installation, evaluation, and revision of the program will shift to leaders of the minority community trained during the developmental period

EP733200 $1,948,547 Thompson

Rural Educational Program.
INVESTIGATOR Fish, Lawrence D
ADDRESS Northwest Regional Educational Lab, 400 Lindsay Bldg, 710 S W 2nd Ave, Portland, Oregon
Northwest Regional Educational Lab, Portland, Oreg
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
Oregon Congressional District Number 3
CONTRACT NE-C-00-3-0074
FY73 $1,948,547 01-Mar-73 TO 30-Nov-75
DESCRIPTORS *Community Involvement, Educational Change, Extension Education, Local Issues, *Rural Education, Skill Development
IDENTIFIERS Governance and Organization
Start Date 1 Mar 73 End Date 30 Nov 75

The project is developing a set of closely related plans and actions for making effective and lasting improvements in rural learning and living The program rests on the belief that such change can only occur when these who will be directly affected have a voice in determining what they want to happen The program design, evolved from a basic learning and change process model, are adapted to rural needs, and will provide training and skills for community people, educators, students and families with young children to provide a healthy learning environment The process will be activated in rural schools and communities by consultants from intermediate school districts and state education agencies who are trained by representatives of the Northwest Regional Laboratory Teachers will be trained in special competencies which they can then use in rural classrooms to improve and expand opportunities for student learning The program is developing products of its own and also collecting appropriate resource materials from other sources to provide 1) Training and back-up materials for consultants, and 2) Relevant materials and instructional packages for local community people, students, education staffs and families The products will provide communities with the following capabilities 1) Ability to assess their educational needs, 2) ability to set goals for their schools, 3) ability to mobilize resources, 4) ability to expand vocational and academic offerings to students in isolated schools, ability to assist families to provide learning opportunities for preschool children in their homes (Author)

EP733201 $485,758 Ingram

Computer Technology Program.
INVESTIGATOR Fish, Lawrence D
ADDRESS Northwest Reg Educational Lab, 400 Lindsay Bldg, 710 S W 2nd Ave, Portland, Oregon
Northwest Regional Educational Lab, Portland, Oreg
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B005152
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
Oregon Congressional District Number 3

CONTRACT NE-C-00-3-0075
FY73-$171,500 01-Mar-73 TO 28-Feb-74
FY74-$314,258 01-Mar-73 TO 30-Nov-74
DESCRIPTORS *Administrative Personnel, *Computer Science, *Educational Administration, Educational Programs, *Instructional Materials
IDENTIFIERS Curriculum and Instruction
Start Date 1 Dec 72 End Date 30 Nov 74

The program is product oriented, directed primarily toward the development of (1) materials for the education of educational personnel and (2) curricular materials and administrative applications for their use. They are designed to provide (1) school administrators the opportunity to become competent in designing, evaluating and implementing administrative uses of computer technology, (2) teachers the opportunity to become competent in designing, evaluating and implementing instructional uses of computer technology and (3) students the opportunity to become more knowledgeable about computers and gain career capabilities in computer related occupations. The final product will be an integrated system of computer oriented curricular materials available in a wide range of secondary school subjects.

EP733202 $211,089 Burligame

Responsiveness of Public Schools to their Clientele.
INVESTIGATOR Ziegler, Harmon
ADDRESS Center for Advanced Study of Educational Admin, 1472 Kincaid, Eugene, Oregon 97401
Oregon Univ., Eugene
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 48008250
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Oregon Congressional District Number 4
CONTRACT NE-C-00-3-0081
FY73-$38,450 01-Mar-73 TO 30-Nov-73
FY74-$172,639 01-Dec-73 TO 30-Nov-74
DESCRIPTORS *Educational Accountability, *Educational Objectives, *Public School Systems, *School Responsibility
IDENTIFIERS Governance and Organization
Start Date 1 Mar 73 End Date 30 Nov 76

The project has produced a review of the social science literature on the responsiveness of public schools and will shortly present an inventory of theoretical propositions relating various structural properties of public school systems to client demands, controlling for alternative assumptions about the goals of public education and about the responsibility of school officials to the public. Models of several "responsive" school systems will be developed describing alternative patterns of educational reform and what to expect from such reforms under a variety of conditions.

EP733203 $343,769 Pemberton

Team Teaching, Management Implications of.
INVESTIGATOR Packard, John
ADDRESS Center for Advanced Study on Educational Admin, 1472 Kincaid, Eugene, Oregon 97401
Oregon Univ., Eugene
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Oregon Congressional District Number 4
CONTRACT NE-C-00-3-0082
FY73-$134,300 01-Mar-73 TO 30-Nov-73
FY74-$209,469 01-Dec-73 TO 30-Nov-74
DESCRIPTORS *Educational Administration, *Measurement Instruments, Predictive Measurement, *Research Design, *Teacher Characteristics, *Team Teaching
Start Date 1 Mar 73 End Date 30 Nov 76

This project is producing research designs and measurement instruments. Primary among these products will be measures of the control structure of schools and team teaching. Also planned are a variety of measures on the characteristics of teachers, and a battery of measures of predictor variables. The products being developed are primarily for use in a three year research project to study the interaction of control structures, work structures and decision-making structures and their influence on staff perceptions and performance. On the basis of a review in October 1973, this 3-year project may be funded. The products produced this year can also be used by other researchers in related research studies.

EP733204 $326,738 Schafforzick

Strategies for Organization Change.
INVESTIGATOR Schmuck, Robert
ADDRESS Center for Advanced Study on Educational Admin, 1472 Kincaid, Eugene, Oregon 97401
Oregon Univ., Eugene
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
Oregon Congressional District Number 4
CONTRACT NE-C-00-3-0083
FY73-$326,738 01-Mar-73 TO 30-Aug-75
DESCRIPTORS Educational Objectives, *Organizational Change, *Organizational Development, *Problem Solving, *School Organization
IDENTIFIERS Governance and Organization
Start Date 1 Mar 73 End Date 30 Aug 75

The primary objective of this program is to develop and refine a system for helping school organizations to become more self-renewing, i.e., capable of using their own human resources on a recurrent basis to solve their own problems and to adopt, adapt and create new programs to reduce discrepancies between goals and achievements. The particular change strategy under investigation is organizational development (OD), a deliberately planned change ability of the system to cope and to improve the relationships of the system with its subsystems and with the environment. In OD, the members of the system are involved in assessment, diagnosis and transformation of their own organizations rather than simply accepting diagnosis and prescription from outside experts. The primary concern of OD is with such matters as adequate organizational communication, the integration of individual and organizational goals, the development of a climate of trust in decision making and the effect of the reward system on morale. The program engages simultaneously in research and develop. The current contract permits study of the effects of OD intervention, the comparisons of OD and another type of laboratory training, and a study of how to establish a cadre of OD specialists within a school district. Specific development products include a slide presentation, public information booklets, packaged group exercises, training designs, graphic aids, and a revised and extended "Handbook of Organizational Development in Schools."

EP733205 $336,429 Pruitt

Management Utilization of Staff Training.
INVESTIGATOR Thieman, Francis
ADDRESS Center for Advance Study on Educational Admin, 1472 Kincaid, Eugene, Oregon 97401
Oregon Univ., Eugene
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Oregon Congressional District Number 4
CONTRACT NE-C-00-3-0084
FY73-$336,429 01-Mar-73 TO 30-Nov-73
DESCRIPTORS *Educational Administration, *Instructional Materials, Instructional Staff, *Program Planning, *Staff Utilization, *Team Teaching
IDENTIFIERS Program on Teaching and Curriculum
Start Date 1 Mar 73 End Date 30 Nov 73

This project is concerned with identifying and attacking emerging problems that are susceptible to self-instructional, short-term resolution and with preparing materials that untrained leaders will be able to use with school staff who are anticipating entering some form of team teaching or differentiated staffing. This entails identification of specific topics, synthesis of relevant knowledge, generation of materials in the form of simulations, games and puzzles, and field-testing, evaluation (formative), revision, retesting and evaluation (summative) and preparation for dissemination of prototype materials.

EP733206 $486,256 Burligame

Planning Programming Budgeting Systems in School Organization.
INVESTIGATOR Sullivan, Bill
ADDRESS Center for Advanced Study of Educational Admin., 1472 Kincaid, Eugene, Oregon 97401
Oregon Univ., Eugene
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Oregon Congressional District Number 4
CONTRACT NE-C-00-3-0085
FY73-$486,256 01-Mar-73 TO 30-Nov-73
DESCRIPTORS Budgeting, *Educational Accountability, Program Planning, *School District Spending, *School Planning
IDENTIFIERS *Planning Programming Budgeting Systems, PPBS
Start Date 1 Mar 73 End Date 30 Nov 75

Although over half of the state legislatures now have mandated some form of accountability or planning and evaluation systems for schools, very little evidence of the consequences of a system such as PPBS (Planning, Programming, Budgeting System) exists. This project is researching the effects of a school district's adoption of PPBS on its schools, community, professional staff, and pupils. The project is focusing on SPECS (School Planning, Evaluation and Communication System), a form of PPBS developed at CASEA. After developing the necessary design, instruments and procedures for conducting research on consequences, the project will be implementing and studying SPECS in a number of research sites.

EP733207 $3,507,601 Frechtling, Penney

Research and Development for Adaptive Education.
INVESTIGATOR Glaser, Robert
ADDRESS Learning Research and Dev. Center, Univ. of Pitts., 160 N. Craigh St., Pitts. Penna
Pittsburgh Univ., Pa
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Pennsylvania Congressional District Number 14
CONTRACT NE-C-00-3-0086
FY73 $1,611,125 01-Mar-73 TO 28-Feb-74,
FY74 $1,896,476 01-Mar-74 TO 31-Aug-74
DESCRIPTORS *Early Childhood Education, *Educational Programs, *Learning Characteristics, *Research and Development Centers, *Research Methodology
IDENTIFIERS Curriculum and Instruction
Start Date 19 Dec 72 End Date 30 Nov 75

The mission of the Adaptive Education Program is the development, study and evaluation of adaptive learning environments for the education of children from three to twelve. The goals of the Program are reflected by three major thrusts: (1) the study and evaluation of components of adaptive environments for relatively short-range development and dissemination, (2) the exploration, design, and study of longer-range educational possibilities, and (3) the conduct of fundamental and methodological research on the learning and developmental processes of children that are relevant to educational design. The Program is comprised of eleven work units, six research and development and five units that provide specific products and services to the R&D units.

EP733208 $1,863,712 Harbeck

Individualizing Learning Program.
INVESTIGATOR Scanlon, Robert
ADDRESS 1700 Market St., Suite 1700, Philadelphia, Pa 19103
Research for Better Schools, Inc., Philadelphia, Pa
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Pennsylvania Congressional District Number 1
CONTRACT NE-C-00-3-0087
FY73-$678,125 01-Dec-72 TO 30-Nov-75,
FY74-$1,185,587 01-Mar-74 TO 31-Aug-74
DESCRIPTORS Curriculum Planning, Educational Objectives, *Individual Instruction, *Learning Motivation, *Learning Readiness
IDENTIFIERS Curriculum and Instruction
Start Date 1 Dec 72 End Date 30 Nov 75

The Individual Learning Program has several major objectives: (1) to design, test and install individualized curriculum materials for students, (2) to design, test, and install individualized methods and materials to prepare teachers, administrators, and aides to use the individualized student products, and (3) to conceptualize a comprehensive individualized educational environment. Curriculum products to be developed and made commercially available to schools include IPI Mathematics, Individualized Primary Reading, and Individualized Science. Other curriculum products, or substantial portions of them, will be ready for commericalization or large-scale field testing. They are Middle School Mathematics, Science Curriculum for Individualized Learning, Intermediate Reading, Library and Reference Skills, and Social Encounter and Research Curriculum for Humanization.

EP733209 $1,135,238 Engel

Humanizing Learning.
INVESTIGATOR Simon, Anita
ADDRESS 1700 Market St., Suite 1700, Philadelphia, Pa 19103
Research for Better Schools, Inc., Philadelphia, Pa
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Pennsylvania Congressional District Number 1
CONTRACT NE-C-00-3-0088
FY73 $325,248 01-Mar-73 TO 28-Feb-74,
FY74 $809,990 01-Mar-73 TO 30-Nov-75
DESCRIPTORS *Curriculum Planning, Elementary School Students, *Humanization, *Instructional Materials, *Learning Processes, Skill Development
IDENTIFIERS Curriculum and Instruction
Start Date 1 Mar 73 End Date 30 Nov 75

The Humanizing Learning Program will design and build a four-part skill-oriented curriculum which focuses primarily on developing and integrating social, intellectual and emotional skills of the learner. The curriculum consists of 1) the Content Continuum, 2) the Learning Environment, 3) the Data Sharing Technology, and 4) the Curriculum Materials. The target population is the elementary school child, of varying learning capacities.

EP733210 $2,059,449 Pruitt

Administering for Change.
INVESTIGATOR Temkin, Sanford
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Research for Better Schools, Inc., Philadelphia, Pa
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Pennsylvania Congressional District Number 1
CONTRACT NE-C-00-3-0089

FY73-$896,750 01-Dec-72 TO 30-Nov-73.
FY74-$1,162,699 01-Dec-73 TO 30-Nov-75
DESCRIPTORS Educational Administration, *Educational Change, *Instructional Materials, *Material Development, *School Districts, *Training Techniques
IDENTIFIERS Governance and Organization
Start Date 1 Dec 72 End Date 30 Nov 75

This project is designed to perform two functions. The first is to develop and test competency-based training materials for educational leaders to initiate change at both local and state levels. The second function is to promote and facilitate the planned development and implementation of integrated educational change in specific school system environments affiliated with ACP's network of school districts and state education departments. The project provides supportive services to the network of school districts in the form of personnel training, program monitoring and evaluation, and uses the network to acquire knowledge about school district decision-making and the correlative role of State Departments of Education in those decision-making processes.

EP733211 $3,329,698 Turk

Early Childhood.
INVESTIGATOR Perry, James H
ADDRESS 800 Bratos St., Austin, Texas 78701
Southwest Educational Development Lab., Austin, Tex
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005158
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Texas Congressional District Number 10
CONTRACT NE-C-00-3-0090
FY73-$554,629 01-Mar-73 TO 30-Nov-73,
FY74-$604,485 01-Dec-73 TO 30-Nov-74
DESCRIPTORS *Disadvantaged Youth, *Early Childhood Education, *Instructional Materials, *Perceptual Motor Coordination, Spanish Speaking
IDENTIFIERS Multicultural Education
Start Date 1 Mar 73 End Date 31 Jan 77

This program is divided into four work units. 1) Completion of Instructional Materials for three to five year olds and accompanying staff development materials which will stimulate cognitive, affective, and perceptual-motor development in young economically disadvantaged Spanish-speaking children. 2) Dissemination Activities to support the program from final preparation into marketing readiness and wide spread installation. 3) Initiation of Program Planning to identify existing problems related to development in early childhood education and to identify alternative strategies to meet the most pressing need. 4) Evaluation Study of the bilingual componentwith English-only programs.

EP733212 $1,420,14[illegible] Turk

Early Elementary.
INVESTIGATOR Randall, Robert
ADDRESS 800 Bartos St., Austin, Texas 78701
Southwest Educational Development Lab., Austin, Tex
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005158
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Texas Congressional District Number 10
CONTRACT NE-C-00-3-0091
FY73-$456,874 01-Mar-73 TO 30-Nov-73.
FY74-$963,273 01-Dec-73 TO 30-Nov-74
DESCRIPTORS Early Childhood Education, Instructional Materials, Language Development, Sociocultural Patterns, Training Techniques
IDENTIFIERS Childrens Folklore, Multicultural Education
Start Date 1 Mar 73 End Date 30 Nov 74

This program is designed to produce a related set of learning and knowledge products which will enhance development of language, socio-cultural knowledge, analytic thinking and problem solving abilities, and affective processes in linguistically and culturally different children. The target populations are Black, Anglo, and other English speaking children, ages 5-8. Products include curriculum materials, instructional staff training materials, and parent activity materials, as well as research and evaluation reports, feasibility reports and test instruments.

EP733213 $883,552 Turk

Bi-lingual Early Education.
INVESTIGATOR Perry, James H
ADDRESS Southwest Educational Dev. Lab., 800 Bartos St., Austin, Texas 78701
Southwest Educational Development Lab., Austin, Tex
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005158
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Texas Congressional District Number 10
CONTRACT NE-C-00-3-0092
FY73-$414,918 01-Mar-73 TO 30-Nov-73.
FY74-$468,634 01-Dec-73 TO 30-Nov-74
DESCRIPTORS *Bilingual Students, *Cultural Awareness, *Early Childhood Education, Instructional Materials, *Language Development
IDENTIFIERS Multicultural Education
Start Date 1 Mar 73 End Date 30 Nov 74

The objective of the Bilingual Early Elementary Program is to develop a set of tested products directed toward language development and cultural awareness in Kindergarten, Grade 1, and Grade 2 Spanish-speaking children from economically disadvantaged backgrounds. The program is comprised of three products: Bilingual Kindergarten, Bilingual Language Development and Reading-Grade 1, and Bilingual Language Development and Reading-Grade 2.

EP733214 $773,150 Klein

Program on Teaching Effectiveness.
INVESTIGATOR Gage, Nathaniel
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Stanford Univ., Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
California Congressional District Number 17
CONTRACT NE-C-00-3-0061
FY73-$773,150 01-Mar-73 TO 30-Nov-74
DESCRIPTORS Academic Achievement, *Effective Teaching, Social Attitudes, *Teacher Behavior, Teacher Education
IDENTIFIERS Program on Teaching and Curriculum
Start Date 1 Mar 73 End Date 30 Nov 74

The Program as a whole is aimed at preparation for a large-scale experiment on teacher behavior and strategies to be conducted in the subsequent two year period, December 1, 1975 to November 30, 1977. The present contract period will provide for five work units: (1) the collation and analysis of non-SCRDT teacher training products, (2-4) the development of teacher training subsystems for the cognitive, social-emotional, and organizational domains of teacher behavior, and (5) the integration of the three subsystems into the Model Teacher Training System. The expected outcomes are improvement of teacher behaviors and strategies and of student achievement of cognitive and social-emotional objectives of education.

EP733215 $758,800 Ward

Program on Environment for Teaching.
INVESTIGATOR Cohen, Elizabeth
ADDRESS Stanford Univ., 770 Welch Rd., Suite 250, Palo Alto, Calif 94304
Stanford Univ., Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
California Congressional District Number 17
CONTRACT NE-C-00-3-0062

FY73 $758,800 01 Jan 73 TO 30 Nov 75
DESCRIPTORS *Behavioral Science Research, *Educational Environment, Educational Facilities, School Districts, *School Planning, *Teaching Conditions
IDENTIFIERS Governance and Organization
Start Date 1 Jan 73 End Date 30 Nov 75

The program objective is to gain knowledge in order to design school organizations which support desired conceptions of the teaching task process and produce desired effects on teaching and learning It is hypothesized that some of the new conceptions of the teaching task, such as team teaching and the open classroom, cannot long survive in a conventionally organized school To test the hypothesis, they are beginning a longitudinal study which will examine and compare the persistance of various kinds of curricula in three models of school organization In a General Survey, sampling 200 schools in 34 school districts, the project will gather information about the organization of each district and individual school, as well as a description of the reading curricula and instructional approaches In an Intensive Survey of a selected subsample of these schools, the project will examine in more detail variables from teacher questionnaires which proved important in previous studies, and observe in the classroom important dimensions of instructional programs The Intensive Survey will also test the validity of information obtained from principals and superintendents in the General Survey The project will also begin to study perceptions of the learning environment by students

EP733216 $418.384 Turk

Teaching Students from Low Income Areas.
INVESTIGATOR Hess, Robert
ADDRESS School of Education, Stanford Univ , Stanford, Cal 94305
Stanford Univ , Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B005158
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Essential Skills Div
California Congressional District Number 17
CONTRACT NE-C-00-3-0063
FY73-$254,375 01-Mar-73 TO 30-Nov-73.
FY74 $164,009 01-Mar-73 TO 30-Nov-74
DESCRIPTORS *Bilingual Education, Computer Assisted Instruction, *Low Income Groups, *Student Motivation, Students, Teaching Programs
Start Date 1 Mar 73 End Date 30 Nov 74

The Program on Teaching Students from Low Income Areas being conducted by the Stanford Center for Research and Development in Teaching (SCRDT) consists of three separate studies The common binding element shared by the studies is the concept of engagement behavior The assumption upon which this research effort is based is that engagement is related to academic achievement The program is divided into three work units Work Unit 1, Bilingual Education; Work Unit II, Engaging Features of Computer Assisted Instruction (CAI) Situations, and Work Unit III, Student Motivation and Engagement Classroom Settings

EP733218 $9,178,130 Chesley

Systems for Comprehensive Educational Programs.
INVESTIGATOR Schutz, Richard E
ADDRESS Southwest Regional Lab 4665 Lampson Ave , Los Alamitas, Calif
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005151
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Teaching and Curriculum Div
California Congressional District Number 31
CONTRACT NE-C-00-3-0064
FY73-$2,099,000 01-Mar-73 TO 28-Feb-74.
FY74-$3,933,364 01-Mar-74 TO 30-Nov-75
DESCRIPTORS *Educational Accountability, Educational Programs, *Instructional Innovation, *Instructional Systems, *Research and Development Centers
IDENTIFIERS Curriculum Instruction
Start Date 1 Mar 73 End Date 30 Nov 75

Systems for comprehensive Educational Programs - involves organized and sequenced research and development activities leading to the completion of 5, interdependent systems installation systems, accountability systems, and modification systems

EP733222 $210,210 Frechtling

Attention and Cognitive Style.
INVESTIGATOR Horowitz, Frances
ADDRESS Dept of Human Dev , Univ of Kansas, Lawrence, Kansas 66044
Kansas Univ , Lawrence
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005153
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Essential Skills Div
Kansas Congressional District Number 3
CONTRACT NE-C-00-3-0104
FY73-$107,037 01-Mar-73 TO 30-Nov-73.
FY74-$103,173 01-Dec-73 TO 30-Nov-74
DESCRIPTORS *Ability Identification, *Attention, Child Development, *Cognitive Development, Discriminant Analysis, *Individual Differences, *Infant Behavior
Start Date 1 Mar 73 End Date 30 Nov 74

Study of Individual Differences and Discriminative Abilities in Newborn and Young Infants

EP733223 $104,244 Frechtling

Towards a Theoretical Model of Infant Competence: Multimethod Exploration of Behavior Development.
INVESTIGATOR Vietze, Peter
ADDRESS P O Box 163, Nashville, Tenn 37203 (615) 327-8285
George Peabody Coll for Teachers, Nashville, Tenn
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500301
CAN NO B005153
National Inst of Education (DHEW), Washington, D C Essential Skills Div
National Inst of Education (DHEW), Washington, D C Office of Research
Tennessee Congressional District Number 5
CONTRACT NE-C-00-3-0260
FY73-$28,938 01-Mar-73 TO 30-Nov-73.
FY74-$75,306 01-Dec-73 TO 30-Nov-75
DESCRIPTORS *Environmental Influences, *Home Visits, *Infant Behavior, *Low Income Groups, Mothers, Parent Child Relationship, *Parent Role, Performance, Program Planning
IDENTIFIERS Early Learning, *National Program on Early Childhood Education, NPECE
Start Date 1 Mar 73 End Date 30 Nov 75

The purpose of the present program is to develop a theoretical model of the development of infant competence 'Infant Competence' refers to the ability of the infant to control his world in both social and non-social situations The program will examine the development of competence by studying behavior in the home (situations involving both the mother and child) in the laboratory situation (where the infant is presented an appropriate learning task) and on tests of development This project is of special interest because it attempts to study the development of competence in multiple situations, whereas most research efforts have adopted a single focus The multiple focus will permit examination of both the consistency of behavior across situations and the characteristics of situations which influence how the individual acts The results of the research effort will be disseminated through scientific journals, papers at meetings and through direct application in several ongoing mother-child intervention programs

PROJECT RESUMES

EP733224 $40.160 Frechtling

Acquisition of Cognitive Competency.
INVESTIGATOR Meyer, William
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Syracuse Univ. N Y
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005153
National Inst of Education (DHEW), Washington D C Office of Research National Inst of Education (DHEW), Washington, D C Essential Skills Div
New York Congressional District Number 32
CONTRACT NE-C-00-3-0106
FY73-$40.160 01-Mar-73 TO 30-Nov-73
DESCRIPTORS Child Language, *Cognitive Ability, *Concept Formation, *Early Childhood, *Language Development, Search Strategies
Start Date 1 Mar 73 End Date 30 Nov 73

The relationship between perceptual, cognitive, and language development are relatively unclear. The proposed work will attempt to explicate these relationships by means of an intensive study of the concept of roundness among children between the ages of three and five years. Assessment of young children's (three-year-olds) possession of the concept, the generality of the concept, and procedures for teaching the concept will be examined using experimental procedures and small group teaching methods will be made. A second procedure that will be used involves the study of children's search strategies, measured by eye movements, where the orientation of significant features of stimuli are manipulated. In addition to three technical reports, a plan for a manual describing a general model of early concept acquisition, the selection of concepts that seem most amenable to testing within the model and an outline of a manual for describing the most promising procedures to use will be submitted.

EP733226 $1.563.625 Wheeler

Effective Teacher Education.
INVESTIGATOR Ward Beatrice
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Far West Lab for Educational Research and Development, San Francisco, Calif
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005156
National Inst of Education (DHEW), Washington D C Office of Research National Inst of Education (DHEW), Washington, D C Teaching and Curriculum Div
California Congressional District Number 7
CONTRACT NE-C-00-3-0108
FY73-$1.563.625 01-Mar-73 TO 30-Nov-75
DESCRIPTORS *Classroom Observation Techniques, *Controlled Environment, *Effective Teaching, Instructional Materials, *Skill Development, *Teacher Education
IDENTIFIERS Educational Personnel
Start Date 1 Mar 73 End Date 30 Nov 75

This program will train teachers in certain skills, using laboratory products for that training. Teacher training products will be developed in the areas of reading, decoding and comprehension, organizing for independent learning, interaction analysis, discussing controversial issues, and content analysis. Part of the assessment of the training materials will require measurement of student performance in both the natural classroom situation and the controlled environment. Research reports on the changes in student behavior as a function of teacher training and the development of curriculum units to evaluate teacher performance will be part of the final product.

EP733227 $506.321 Harahan

Information Utilization.
INVESTIGATOR Hutchins, C., Devaney, K
ADDRESS Far West Lab for Educational Research and Development, 1855 Folson St., San Francisco, Calif 94103
Far West Lab for Educational Research and Development, Berkeley, Calif
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
California Congressional District Number 7
CONTRACT NE-C-00-3-0109
FY73-$202.875 01-Mar-73 TO 30-Nov-73,
FY74-$303.446 01-Mar-73 TO 30-Aug-74
DESCRIPTORS Educational Research, *Information Utilization, Instructional Materials, *Material Development, Problem Solving
Start Date 1 Mar 73 End Date 30 Aug 74

This project consists of two basic components (1) the development of materials and (2) the planning of dissemination models. The following products are being produced (1) a directory to the ALERT Sourcebook of Elementary Curricula, Programs and Projects, (2) information units dealing with new secondary social studies programs, and (3) information units dealing with new curricula in elementary mathematics. Additional activities consist of monitoring and improving the ALERT (Alternatives for Learning through Educational Research and Technology) sourcebook, and facilitating the exchange of information and products among the lab and center network through the Inter-Laboratory Consortium. The planning activity consists of (1) model development studies, (2) studies of measures of effectiveness, (3) context study, and (4) study of information centers.

EP733228 $706.993 Schaffarzick

Educational Management Program.
INVESTIGATOR Hood, Paul D
ADDRESS 1855 Folsom St., San Francisco, Calif 94103
Far West Lab for Educational Research and Development, Berkeley, Calif
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
California Congressional District Number 7
CONTRACT NE-C-00-3-0110
FY73-$318.000 01-Mar-73 TO 30-Nov-74,
FY74-$388.993 01-Mar-73 TO 30-Nov-74
DESCRIPTORS *Administrative Personnel, *Educational Administration, *Management Information Systems, *Material Development, Problem Solving, Student Needs
IDENTIFIERS Governance and Organization
Start Date 1 Mar 73 End Date 30 Nov 74

This is essentially a materials development project for school administrators, e g, curriculum planners, principals, and superintendents. Materials will consist of training units, application units, information products, management support tools, diagnostic instruments for assessing school and student needs, organizational climate and organizational capabilities, and a resource catalogue identifying available products for educational decision-making.

EP733229 $609.161 Jackson

Training Systems - Early Childhood.
INVESTIGATOR Hemphill, John K
ADDRESS 1855 Folsom St., San Francisco, Calif 94103
Far West Lab for Educational Research and Development, Berkeley, Calif
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005156
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
California Congressional District Number 7
CONTRACT NE-C-00-3-0111
FY73-$609.161 01-Mar-73 TO 30-Nov-75
DESCRIPTORS *Early Childhood Education, *Material Development, *Teacher Aides, Teacher Education, *Training Techniques
IDENTIFIERS Program on Teaching and Curriculum
Start Date 1 Mar 73 End Date 30 Nov 75

The objective is to produce a flexible training system for teacher assistants that will make it possible for them to function effectively in centers or classrooms for three-, four- and five-year old children. To obtain this the program will develop a training system composed of an assessment system and several competency based training units. The training system will be designed for use by colleges or universities or local institutions, such as public schools or Head Start agencies, after a brief training period (tentatively to mean one to four weeks) for the individual who will train the teacher assistants.

EP733231 $241,209 Engel

Schools and Maturity.
INVESTIGATOR Greenberger, Ellen
ADDRESS 3505 N Charles St., Baltimore, Md 21218
Johns Hopkins Univ., Baltimore, Md
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005151
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Maryland Congressional District Number 4
CONTRACT NE-C-00-3-0113
FY73-$74,625 01-Mar-73 TO 28-Feb-74,
FY74-$166,584 01-Mar-73 TO 30-Nov-75
DESCRIPTORS *Child Development, *Developmental Guidance, *Developmental Psychology, *Maturation, Models, *Social Maturity
IDENTIFIERS Psychosocial Maturity
Start Date 1 Mar 73 End Date 30 Nov 75

This project starts from the premise that the environment provided by the school is an increasingly important arena for socialization. It is held that the socializing influences in that arena are largely unrecognized and unmeasured, because of a preoccupation with academic outcomes of the school experience and measurement of those outcomes. The objectives of this project are to (1) develop a scientific (that is, objective, measurable and verifiable) model of psychosocial maturity, (2) devise a developmental (that is, age-related) scale based on this model, for assessing growth in psychosocial maturity over the school years, and (3) initiate research on the effects of the school, the family, and the peer group on the development of psychosocial maturity. Psychosocial maturity is defined by three major categories and three subcategories for each major category. (1) Individual Adequacy subsumes self-reliance, work orientation and Identity, (2) Interpersonal Adequacy includes communication skills, enlightened trust and knowledge of major roles, and (3) Social adequacy incorporates social commitment, openness to socio-political change and tolerance of individual and cultural differences. Based upon a very extensive literature and previous research, this model has been developed by a team of developmental psychologists and psychometricians. It is a three year project which includes research and development. The tests (measuring instruments) are being extensively tested for their validity and reliability, and when completed and published, will be administered by any trained school psychologist who normally administers tests other than those measuring academic achievement. (Author)

EP733232 $609,312 Ward

School Organization.
INVESTIGATOR McPartland, Jim
ADDRESS Center for Social Organ of Schools, John Hopkins Univ., 3505 Charles St., Baltimore, Md 21218
Johns Hopkins Univ., Baltimore, Md
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005155
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Maryland Congressional District Number 4
CONTRACT NE-C-00-3-0114
FY73-$609,312 01-Mar-73 TO 30-Nov-75
DESCRIPTORS *Academic Achievement, Educational Objectives, Elementary Schools, *Rewards, *School Organization, Secondary Schools
Start Date 1 Mar 73 End Date 30 Nov 75

The objective of the project is to provide a scientific basis for the development of new organizational forms for elementary and secondary schools which will benefit the academic and non-academic development of students. The new organizational forms involved are modifications of (a) the reward structure, (b) the task structure, (c) the authority-control structure of schools. To accomplish these objectives, research studies are being conducted: (1) a longitudinal field survey of 35 schools which differ in their authority structures, (2) analysis of test score data over time for large samples of students, (3) experimental studies of attendance monitoring and responses in a single school, (4) experiments with alternative methods of determining report card grades, (5) classroom experiments with student-team instructional techniques which vary the reward and task interdependencies among students, (6) secondary analysis of large scale surveys of peer group processes in schools.

EP733233 $2,226,511 Neudling

Communications Base and Analytic Procedures.
INVESTIGATOR Lawrence, G. Ben
ADDRESS P.O. Drawer P., Boulder, Colorado 80302
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005154
National Inst of Education (DHEW), Washington, D.C. Office of Research
National Inst of Education (DHEW), Washington, D.C. Policy Studies Div
Colorado Congressional District Number 2
CONTRACT NE-C-00-3-0119
FY73-$978,875 01-Mar-73 TO 28-Feb-74,
FY74-$1,281,636 01-Mar-74 TO 30-Nov-74
DESCRIPTORS *Data Bases, Decision Making, *Information Networks, *Intercommunication, *Program Development
Start Date 1 Mar 73 End Date 30 Nov 75

One objective of the Communication Base and Analytical Procedures Program is the development of a standard information base that will facilitate the use and exchange of compatible data among cooperating institutions and agencies. The target population includes decision makers at the department, college, campus, system, state, and national levels. This objective includes developing definitions of data elements, structures for organizing the data elements, and procedures for using and exchanging data. A second objective of this program is to identify information relevant to important planning and resource allocation decisions and to develop the various methods and tools that will assist the decision maker. The development process includes building analytical methods and analytical tools such as computer based simulation models and other software that will facilitate complex calculations and analyses.

EP733234 $3,632,480 Guthrie, Yanofsky

Individual Guided Education.
INVESTIGATOR Rossmiller, Richard A
ADDRESS Wisc Research and Development Center for Cognitive Learning, 1025 W Johnson St., Madison, Wisc 53706
Wisconsin Univ., Madison
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005151
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Essential Skills Div
Wisconsin Congressional District Number 2
CONTRACT NE-C-00-3-0065
FY73-$1,524,625 01-Mar-73 TO 28-Feb-74,
FY74-$2,107,855 01-Mar-73 TO 31-Dec-75
DESCRIPTORS *Curriculum Development, Elementary Education, *Individualized Instruction, *Instructional Programs, Secondary Education
IDENTIFIERS IGE, Individually Guided Education
Start Date 1 Mar 73 End Date 31 Dec 75

Individually Guided Education (IGE) is a new system of elementary and secondary education which will constitute an alternative to conventional age-graded elementary and secondary programs. The completed system will include: A. A model of instructional programing B. Curriculum components in prereading, reading, mathematics, motivation, environmental education, and secondary school subjects. C. New instructional strategies. D. Computer management of instruction.

EP733235 $770,898 Koehler

Personalized Teacher Education.
INVESTIGATOR: Peck, Robert F.; Brown, Oliver
ADDRESS: Education Annex 3.101, Austin, Texas 78712, (512) 471-1343
Texas Univ., Austin
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Texas Congressional District Number 10
CONTRACT: NE-C-00-3-0066
FY73-$418,625 01-Mar-73 TO 30-Nov-73;
FY74-$352,273 01-Mar-73 TO 31-Aug-76
DESCRIPTORS: *Academic Achievement, Program Evaluation, *Student Needs, *Teacher Education
IDENTIFIERS: Personalized Teacher Education
Start Date 1 Mar 73 End Date 31 Aug 76

The Personalized Teacher Education Program is attempting to develop, test and disseminate teacher training procedures on the basis of a model that uses student needs assessment to facilitate student learning. The Center is attacking this area from two directions. First, the Product Development Division is developing and testing the products required to support the installation of PTEP in teacher training institutions. A necessary adjunct to this effort is the maintenance and modest expansion of the network of collaborating institutions that provides sites for field testing of products and the conduct of evaluation and research studies. Second, the Research and Evaluation Division is conducting research on the effects of the PTE program, and interaction effects of teacher-types and pupil types on pupil gains.

EP733238 $883,799 Sandler

Marketable Pre-School Education Program.
INVESTIGATOR: Eidell, Terry
ADDRESS: P.O. Box 1348, Charleston, W. Virginia
Appalachia Educational Lab., Charleston, W. Va.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B005153
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
West Virginia Congressional District Number 3
CONTRACT: NE-C-00-3-0094
FY73-$518,000 01-Mar-73 TO 30-Nov-73;
FY74-$365,799 01-Dec-73 TO 30-Nov-74
DESCRIPTORS: *Child Development, Early Childhood Education, *Educational Television, *Instructional Staff, Teacher Programs
IDENTIFIERS: Productivity and Technology Unit
Start Date 1 Mar 73 End Date 30 Nov 76

The U. S. Office of Education funded the Appalachia Educational Laboratory (AEL) in 1968 to develop a program tailored to the needs of rural Appalachian children, which had been identified as motor activities, language skills, and cognition. The Home Oriented Preschool Project (HOPE) was initiated to respond to these needs by providing early education for rural 3 to 5 year olds through a television series supplemented by a home visitor and a mobile classroom unit. Evaluation at the end of three years showed marked gains in cognitive areas for children in groups receiving the television plus home visitor, with the primary function of the mobile classroom unit being to encourage social skills. Recently AEL approached NIE with a new proposal to develop a revised curriculum and a different approach to the television series that would incorporate elements of the Appalachian culture and greater emphasis on social skills. The proposal, the Marketable Preschool Education (MPE) Program, was funded for a three year contract with a substantive review following one year of planning. Included in the review will be a definition of the target population and selection of potential field test sites, the feasibility of producing a color television series near AEL's home in Charleston, West Virginia; the availability of working, color television sets in homes of the target population; adaptations of the program for homes without television sets; and the results of preliminary studies of the ability of mothers to read the home materials and establish suggested educational relationships with their children. (Author)

EP733239 $520,659 Antonopolos, Guthrie

Program for Research on Objective Based Evaluation.
INVESTIGATOR: Skager, Rodney
ADDRESS: Center for Study of Evaluation, 145 Moore Hall, Univ. of Calif., L.A. Calif.
California Univ., Los Angeles
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
California Congressional District Number 7
CONTRACT: NE-C-00-3-0095
FY73-$207,500 01-Mar-73 TO 28-Feb-74;
FY74-$313,159 01-Mar-73 TO 30-Nov-74
DESCRIPTORS: *Academic Achievement, Educational Objectives, English, *Evaluation, *Evaluation Criteria, Program Development, Reading Achievement, Spanish
IDENTIFIERS: Program on Teaching and Curriculum
Start Date 1 Mar 73 End Date 30 Nov 75

PROBE is developing classroom instructional management systems using objectives-based assessment. To do this PROBE will develop a new system and materials for the assessment of student achievement. In order to develop a prototype system, the high priority content area of reading was chosen for the production of objectives and assessment items. The outcome of this activity will be a prototype system of objectives-based assessment with sets of materials designed for the assessment of reading in both the English and Spanish languages. Finally, PROBE will investigate the potential usefulness of the system at the instructional level. Investigations will occur in three areas: technologies, instructional variables, and criterion-referenced measurement.

EP733240 $1,089,366 Antonoplos

Evaluation Technologies Program.
INVESTIGATOR: Klein, Stephen; Hoepfner, Ralph
ADDRESS: Center for the Study of Evaluation, Univ. of Calif. 145 Moore Hall, L.A. Calif. 90024
California Univ., Los Angeles
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005155
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
California Congressional District Number 7
CONTRACT: NE-C-00-3-0096
FY73-$1,089,366 01-Mar-73 TO 31-Dec-75
DESCRIPTORS: *Evaluation Methods, *Instructional Materials, Manuals, *Material Development, *School Personnel, *Training Objectives
IDENTIFIERS: Education Personnel
Start Date 1 Mar 73 End Date 31 Dec 75

The objective of this project is to increase the number of trained people who can conduct effective educational evaluations. To this end, the project and its personnel are engaged in the development and implementation of evaluation training products, i.e., manuals, self-instructional and group-instructional packages for doing evaluations in the schools, in State departments of education, or Federal agencies. The training manuals and products include kits focusing on various stages of the evaluation process, tests evaluation books for selecting test instruments, and a design and analysis handbook for designing evaluations and analyzing and interpreting the findings. Training procedures include a series of workshops on various stages of the evaluation process, wherein principals, teachers, administrators, and other education personnel learn to conduct evaluations and use individual and group evaluation kits and packages in order to return to their institutions as more effective evaluators. (Author)

EP733241 $971,383 Chalker, Sullivan

Comprehensive School Mathematics Program.
INVESTIGATOR: Robinson, Wade M.
ADDRESS: 3120 59th St., St. Louis, Mo 63139
Central Midwestern Regional Educational Lab., St. Ann, Mo
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Missouri Congressional District Number 2
CONTRACT: NE-C-00-3-0097
FY73-$398,500 12-Dec-72 TO 28-Feb-74.
FY74-$572,883 01-Mar-73 TO 30-Nov-75
DESCRIPTORS: *Curriculum Evaluation, Elementary School Mathematics, *Mathematics, *Mathematics Curriculum, *Program Development, Secondary School Mathematics
IDENTIFIERS: Essential Skills Program
Start Date 12 Dec 72 End Date 30 Nov 75

The full Comprehensive School Mathematics Program contains three separate development efforts: a program for elementary schools, grades K through 6, a program for bright, well-motivated secondary school students, grade 7-12 (The Elements of Mathematics series) now virtually complete, and a program to develop, test and revise materials for the remainder of students in secondary schools. During the approved contract period grades K-2 will be completed in a form sufficient for evaluation, grade 3 will have an in-depth analysis in respect to ease of use in classroom settings. EM will be completed, publicized, and an inventory maintained, and planning will begin on grades 4, 5, 6.

EP733242 $1,856,648 Engel

Aesthetic Education.
INVESTIGATOR: Madeja, Stanley
ADDRESS: 10646 St. Charles Rock Rd., St. Ann, Mo 63074
Central Midwestern Regional Educational Lab., St. Ann, Mo
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Missouri Congressional District Number 2
CONTRACT: NE-C-00-3-0098
FY73-$804,875 01-Mar-73 TO 28-Feb-74.
FY74-$1,051,773 01-Mar-74 TO 30-Nov-75
DESCRIPTORS: *Aesthetic Education, *Evaluation Techniques, *Instructional Improvement, Instructional Materials, *Multimedia Instruction, *Teaching Methods
Start Date 1 Mar 73 End Date 30 Nov 75

This program will develop and test multi-media instructional packages in aesthetic education for grades K-6. Such multi-media include games, slide-tape presentations, light and color sources, tapes, boxes of hands-on materials, sound and projection equipment, workbooks and texts, masks, mounted photographs and editing devices. The content base for the materials is made up of the basic concept from six arts areas: music, dance, film, literature, theatre and the visual arts. There are 28 packages organized into three series planned for grades K-3: (1) Aesthetics in the Physical World, (2) Aesthetics and Arts Elements, and (3) Aesthetics and the Creative Process. For grades 4-6 there are 20 packages organized into three additional series: (4) Aesthetics and the Artist, (5) Aesthetics and the Culture, and (6) Aesthetics and the Environment. In the kindergarten and grade 1 materials the student will be introduced to a series of lessons devoted to light, time, motion, sound and space. Each sub-concept is contained in one package. The materials are tailored to involve the student in active learning experience with each of the concepts. The second and third grade packages consist of an investigation of the major elements in the arts. The packages include texture, tone color, dramatic conflict, non-verbal communication, setting, shape, shape relationships, shapes and patterns, meter, tension in sound and movement, suspense in literature, theatrical suspense, and movement. There will be six teacher familiarization packages that explore the conceptual bases of the student packages, instructional methods, and ways of evaluating instruction. (Author)

EP733243 $511,896 Emery

Instructional Systems Program.
INVESTIGATOR: Buckholdts, Dave
ADDRESS: 10646 St. Charles Rock Rd., St. Ann, Mo 63074
Central Midwestern Regional Educational Lab., St. Ann, Mo
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Missouri Congressional District Number 2
CONTRACT: NE-C-00-3-0099
FY73-$245,000 01-Mar-73 TO 30-Nov-73.
FY74-$266,896 01-Dec-73 TO 30-Nov-74
DESCRIPTORS: Cognitive Development, *Curriculum Development, *Disadvantaged Youth, Early Childhood Education, *Instructional Systems, Language Instruction, *Material Development, *Teaching Guides
Start Date 1 Mar 73 End Date 30 Nov 75

ISP is focused on the design of improved educational systems, particularly for children who do not succeed in existing programs. The program has concentrated on the development and testing of products which serve to remediate the child or correct deficiencies in the educational environment. The ISP program is concerned with poverty and otherwise disadvantaged children who often fail in school. One set of activities in this program is directed toward the development of reinforcement systems which are packaged in training units for teachers and others to use to build basic attentional, motivational, and performance skills in children and to reduce disruptive and other behaviors which interfere with learning. Another set of activities involves the development and testing of a curriculum for the initial learning and then mastery of critical school entry skills, particularly the conceptual skills required for language and critical thinking from preschool through the primary grades. The products of ISP include a Language and Thinking Curriculum program which provides guidelines for teachers, manipulatives, picture cards, transparencies, take-home tasks, independent work and frequent assessment procedures aimed at increasing the verbal fluency, vocabulary size, visual and auditory discrimination skills, and other abilities of children preschool through fifth grade levels. (Author)

EP733244 $526,788 Rotberg

Cooperative Development Program.
INVESTIGATOR: Wiley, David
ADDRESS: CEMREL, Inc., 10646 St. Charles Rock Rd., St. Ann, Mo 63074
Central Midwestern Regional Educational Lab., St. Ann, Mo
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B005153
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div.
Missouri Congressional District Number 2
CONTRACT: NE-C-00-3-0100
FY73-$491,009 01-Mar-73 TO 30-Nov-73.
FY74-$35,779 01-Mar-73 TO 31-May-74
DESCRIPTORS: *Child Care, *Community Responsibility, Infants, *Preschool Education, *Preschool Programs
IDENTIFIERS: Early Learning, Essential Skills
Start Date 1 Mar 73 End Date 30 Nov 75

The purpose of this research is to apply longitudinal models to the reanalysis of existing data in order to address certain methodological problems encountered in understanding family influences on early childhood socialization and education. Methodological problems to be addressed are: (1) Many statistical models relevant for application in early childhood research are available only in very abstract form, written in language which is not comprehensible to substantive researchers. (2) Specific illustrative presentations of these models are lacking. (3) Most of these models do not take measurement errors which are common and important sources of bias in educational and psychological data into account. (4) Design strategies typically used in early childhood research are insufficient for the discovery of impacts of events in the child's environment on later characteristics. (Author)

EP733246 $851,542 Hodes

Management Information Systems for Vocational Education.
INVESTIGATOR Findlay, Don
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ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Ohio Congressional District Number 15
CONTRACT NE-C-00-3-0076
FY73-$601,542 01-Feb-73 TO 31-Jan-74,
FY74-$250,000 01-Feb-74 TO 01-Nov-74
DESCRIPTORS Educational Planning, *Information Systems, *Management Information Systems, *Vocational Education
IDENTIFIERS Career Access, Career Progression, Educational Materials Development, Manpower and Educational Projections, Panel G
Start Date 1 Feb 73 End Date 31 Jul 75

Vocational education program decisions reflect the quantity of data upon which they are based. Decisions by policy-making bodies regarding resource allocations are being made with increasing frequency on the bases of evidence of program effectiveness, relevance to social and economic conditions, and the degree to which programs reflect community, state, and federal concerns. For these reasons state divisions of vocational education need management tools and procedures which will provide the evidence that vocational education programming is a rational process and is responsive and accountable to the public. Management information systems are capable of meeting these needs. They can provide efficient access to large collections of data for planning and evaluation. All state divisions of vocational education need management information and must have some systematic means of collecting and making it available. Unfortunately the data often is of limited usefulness owing to deficiencies in quantity, quality or accessibility. In addition, systems for providing the data frequently lack adequate flexibility. Development of the Management Information System for Vocational Education (MISVE) is being addressed to these problems, largely through the design of its computer programs. Means for obtaining input information will be provided to support the system (or as stand-alone capability), but the computerization of the information will be accomplished in such a manner that users will have highly flexible and ready access to a large quantity of information. In addition the system will permit adoption by users with somewhat differing requirements, with only modest changes to the basic package, thereby eliminating many needs to design and build custom systems. (Author)

EP733247 $1,136,167 Hodes

Performance Based Professional Education Curricula.
INVESTIGATOR Findlay, Don
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ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Ohio Congressional District Number 15
CONTRACT NE-C-00-3-0077
FY73-$742,167 01-Feb-73 TO 31-Jan-74,
FY74-$394,000 01-Feb-74 TO 31-Jan-75
DESCRIPTORS Curriculum, *Performance Based Teacher Education
IDENTIFIERS Career Access, Panel G
Start Date 1 Feb 73 End Date 31 Jul 76

Vocational education programs have undergone rapid changes and expansion over the last few years. New and expanded programs require improvements in the traditional preparation of teachers. Many teacher education programs are not developing those competencies which teachers actually need: performance of teaching skills. Teacher educators have had to follow prescribed course-by-course sequences regardless of individual student needs. Repetitious courses are required in every vocational field, even though many competencies are common to all. This program focuses on changing these conditions by developing new curricula for teacher education. Approximately 120 learning packages, or modules, are being designed to be used by persons in all vocational teaching fields and many can be applied to other teaching areas. Each module centers on specified teaching competencies. Modules can be selected to correspond to individual student teacher needs. The new materials will prepare teachers to meet specific performance standards designed to improve the teaching of career skills, knowledge and attitudes necessary for students entering their chosen occupations. In addition, the modules can enable teacher educators to design curricula to meet the individual needs of teachers in preparation. (Author)

EP733248 $570,200 Hodes

Methods for Curriculum Content Derivation.
INVESTIGATOR Findlay, Don
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Ohio State Univ., Columbus
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Ohio Congressional District Number 15
CONTRACT NE-C-00-3-0078
FY73-$262,200 01-Feb-73 TO 31-Jan-74,
FY74-$308,000 01-Feb-74 TO 31-Jan-75
DESCRIPTORS *Curriculum Development, Task Performance
IDENTIFIERS Career Access, Educational Materials Development, Panel G
Start Date 1 Feb 73 End Date 31 Jan 76

What skills do you teach a high school senior who wants to prepare for the job of computer key-puncher? How do you find out the industry demand for key-punchers, and if you know it, can you be sure the demand will be there when the student graduates? The demand for relevant education has intensified the need for career preparation that matches a variety of student needs. A method of identifying and selecting the content needed in any given course of study would help resolve some of the problems of preparing students for careers. In this study, performance content is defined as the tasks (i.e., specific meaningful units of work activity) performed by workers in an occupation, and the technical concepts (i.e., classes specialized knowledge having practical application on the job) required in the performance of the job tasks. The basic derivation technique is an adaptation of the task inventory procedures. This technique permits a comprehensive gathering of task information from persons close to and knowledgeable about the work as it actually is performed on the job. The program outcome will be a full set of user procedures and guidelines for accomplishing the derivation of curriculum content as an early stage in the overall development of occupational training programs. These user instructions, after testing and tryout, will be packaged in the form of user manuals. The user manuals will contain explicit, detailed directions along with illustrative materials. Although the user manuals primarily are intended for application by curriculum developers in public education, secondary and post-secondary, the utility of the procedures should extend readily into job and manpower training programs. (Author)

EP733249 $1,357,545 Hodes

Career Planning and Support Systems.
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Ohio State Univ., Columbus
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Ohio Congressional District Number 15
CONTRACT NE-C-00-3-0079
FY73-$567,625 01-Feb-73 TO 31-Jan-74,

FY74-$789,920 01-Feb-74 TO 31-Jan-75
DESCRIPTORS *Counseling, *Guidance, *Vocational Development, *Youth
IDENTIFIERS Career Access, Educational Materials Development, PANEL G
Start Date 1 Feb 73 End Date 31 Jan 76

Millions of high school students graduate every year lacking skills for choosing and planning careers. They must make decisions vitally affecting their futures, but receive insufficient guidance to help them decide upon and pursue fulfilling careers. While most high schools have guidance services, research has shown that guidance programs attempt to offer more services than the schools can adequately support. Counselors are over-extended and have little time to assist all students individually. In short, career guidance programs are too often ineffective and are in serious need of upgrading. A program for systematically upgrading and evaluating career guidance programs is being developed. This program, Career Planning Support System, is designed to more closely match resources and services. The scope of career guidance is expanded. Needs and resources within the school and community are identified and applied to develop a realistic and workable guidance program. The needs and occupational interests of all students are encompassed in the program. At the same time, the system will be responsive to the needs of minorities and women as new and more varied opportunities become available to them in the world of work. All in all, this system will enable schools to design their own guidance programs which will reflect the unique needs of their students within the resource boundaries of school and community. (Author)

EP733250 $254,958 Hodes

Career Education Product Installation Pamphlet.
INVESTIGATOR Findlay, Don
ADDRESS OSU/CUTE, 1900 Kenny Road, Columbus, Ohio
Ohio State Univ., Columbus
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Ohio Congressional District Number 15
CONTRACT NE-C-00-3-0080
FY73-$108,708 01-Feb-73 TO 31-Jan-74
FY74-$146,250 01-Feb-74 TO 31-Jan-75
DESCRIPTORS Diffusion, Research Utilization
IDENTIFIERS Career Access, Educational Materials Development, Panel G
Start Date 1 Feb 73 End Date 31 Oct 75

New discoveries in education are frequently not used at all, or only in a limited way a long time after they are available. The problem has several sources. Something may be wrong with the new idea itself or the time it is introduced. Still another problem gaining in importance has to do with the ways in which new ideas are introduced to persons who should use them. During the installation of new career education practices, many strategic decisions are faced. How should the potential user be made aware of the product? What characteristics of the product should be stressed to the user? Can the product be installed easily in the user's setting? Each problem is unique to the product and user situation. The promoter of these practices has no reference book of installation tactics to determine what works best in a given situation. The vast array of products necessary for the installation of career education multiplies the problem of selecting the most appropriate product for the user's situation. To improve the rate of use of new products and give help to those who install career education practices in the schools, this program is developing the "Career Education Product Installation Handbook." The handbook will provide guidelines for the formulation of strategies. Users of the handbook should be better able to judge likely reactions to the career education product being introduced and evaluate the tactics used in the process. (Author)

EP733252 $868,040 Hodes

Career Decision-Making.
INVESTIGATOR Winefordner, Dave
ADDRESS P.O. Box 1348, Charleston, W. Va. 25325
Appalachia Educational Lab., Charleston, W. Va.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
West Virginia Congressional District Number 3
CONTRACT NE-C-00-3-0093
FY73-$340,291 01-Dec-72 TO 31-Jul-75;
FY74-$527,749 01-Dec-73 TO 31-Jul-75
DESCRIPTORS *Career Education, *Counseling, *Guidance
IDENTIFIERS Career Access, Career Progression, Educational Materials Development, Panel G
Start Date 1 Dec 72 End Date 31 Jul 75

As part of a national concentrated effort in developing career education programs to meet these problems, the Appalachia Educational Laboratory is developing a Career Decision-Making Program for secondary school students. The program's major focus is upon providing an organized structure for career exploration and decision-making to assist youth in developing an understanding of the meaning of a career, the world of work, themselves, and decision-making skills through a variety of exploratory experiences. This program consists of fifteen instructional units built around the identified factors related to career decision-making and includes a unique Career Information System, thus providing students with the two basic elements for decision-making. The Career Decision-Making Program is based, in part, upon the occupational classification system and functional job analysis research of the U.S. Department of Labor. It is designed to provide secondary school students with a more systematic and meaningful method of career exploration from which to develop skills to make knowledgeable career decisions. These experiences and career decision-making skills will assist youth in coping with problems ranging from unemployment–while many jobs are unfilled, to the difficulty of workers entering a field through trial and error floundering experiences and not finding job satisfaction. In addition, the program will help provide a vital linkage between the career education development efforts being supported by the National Institute for Education and efforts of the Department of Labor through its comprehensive manpower legislation and programs. At the local level, it is designed to provide articulation between the guidance and counseling programs of secondary schools and the counseling and placement programs of the U.S. Employment Services. (Author)

EP733253 $613,958 Hodes

A National Study of the Availability and Use of Manpower Data in Vocational Education.
INVESTIGATOR Coster, John K.
ADDRESS Center for Occupational Education, P.O. Box 5096, Raleigh, N.C.
North Carolina State Univ., Raleigh
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
North Carolina Congressional District Number 4
CONTRACT NE-C-00-3-0069
FY73-$363,958 01-Mar-73 TO 31-Mar-74;
FY74-$250,000 01-Apr-74 TO 31-Mar-75
DESCRIPTORS *Educational Planning, *Management Information Systems, *Regional Planning
IDENTIFIERS Career Access, Career Program, Educational Materials Development, Panel G
Start Date 1 Mar 73 End Date 31 Mar 75

The purposes of this project are to determine at the state and local levels: (1) the extent to which manpower data are currently available, used and needed in vocational education program planning and operations, (2) what manpower data are needed by vocational education decision-makers and (3) the influence of agency organizational factors on the use of manpower data in vocational education. Information will be gathered on the above questions by conducting on-site structured interviews with regional, state, and local personnel Respondents will be individuals currently involved in supplying manpower data, planning, and administration of vocational and career education The project will be guided by an inter agency advisory committee that represents most of the principal user groups and developers of manpower data The project consists of four stages The first stage will include the design of interview schedules and data collection forms, interview training, and a pilot study All field information will be collected in the field study During the third stage reports will be prepared for each state summarizing the data collected in the previous stage The fourth stage will consist of the synthesis of material into a final report The report will identify what-if any-changes might be needed in the collection and reporting of manpower data for educational planning purposes This will then be made available to the appropriate sources in order to implement any changes that might be necessary (Author)

EP733254 $252,834 Hodes

Educational Systems - Adult Society.
INVESTIGATOR Coster, John K
ADDRESS Center for Occupational Education, P O Box 5096, Raleigh, N C
North Carolina State Univ , Raleigh
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B00E150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
North Carolina Congressional District Number 4
CONTRACT NE C 00 3 0070
FY73 $95,834 01-Feb-73 TO 31-Jan-74,
FY74 $157,000 01-Feb-74 TO 31-Jan-75
DESCRIPTORS *Counseling, *Guidance
IDENTIFIERS Career Access, Educational Materials Development, *Ergometrics, Occupational Analysis Inventories, Panel G
Start Date 1 Feb 73 End Date 31 Jan 75

The TESAAS Program was designed to contribute, through the application of ergometric technology, to the framework, content, and procedures needed for establishing better articulation between the educational system and one important area of adult society the world of work The first stage in this effort involved the development of an Occupation Analysis Inventory (OAI) containing a comprehensive set of 622 "work elements" describing various kinds of work activities and conditions Based on this research, the OAI can now be used to describe jobs, occupations, and occupational education programs in two ways (a) in terms of their basic activities and conditions and (b) in terms of their estimated requirements for defined human attributes measured by standardized tests and inventories In research currently underway, clusters of occupations are being derived based on similarities in work activities and conditions as determined through OAI analysis The TESAAS Program focuses upon one area of application the development of selected products for use in occupational exploration and guidance in grades 9 through 12 These products will include (a) an activity preference (interest) inventory, (b) a set of occupational clusters, (c) a set of occupational exploration (information) booklets corresponding to the occupational clusters, and (d) a computer scoring and reporting system The completed guidance system will provide the student with information concerning the characteristics and requirements of various occupational alternatives (clusters) the student's own characteristics (interests and abilities), and how the student's preferences and abilities relate to various occupational alternatives (Author)

EP733255 $699,680 Mack

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Kennon, David
ADDRESS 240 N Bisbee Ave , Willcox, Arizona 85643, (602) 384-2485
Willcox Public Schools, Ariz
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Experimental Schools
Arizona Congressional District Number 2
CONTRACT NE-C-00-3-0281
FY73 $699,680 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, Educational Change, Educational Environment, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance

EP733256 $265,365 Cupp

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Bippus, Stanley
ADDRESS P O Box 166, Craig, Alaska 99921, (907) 583-0150
Craig City School District, Alaska
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Experimental Schools
Alaska Congressional District Number 1
CONTRACT NE-C-00-3-0288
FY73 $265,365 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance

EP733257 $715,611 Winters

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Roberts, Kenneth R
ADDRESS 260 W 6th Street, Constantine, Michigan 49042, (616) 435-2965
Constantine Public Schools, Mich
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Experimental Schools
Michigan Congressional District Number 4
CONTRACT NE-C-00-3-0285
FY73 $715,611 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance

EP733258 $379,773 Cupp

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Hagerud, Robert
ADDRESS Box 418, Quilcene, Washington 08376, (206)765-3364
Quilcene School District, Wash
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Washington Congressional District Number 2
CONTRACT NE-C-00-3-0290
FY73-$379,773 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733259 $361,351 Cupp

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Tynon, John C.
ADDRESS Saratoga, Wyoming 82331, (307)326-5271
Carbon County Schools, Rawlins, Wyo
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Wyoming Congressional District Number 1, At Large
CONTRACT NE-C-00-3-0289
FY73-$361,351 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733260 $992,021 Cupp

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Cox, Dealous L.
ADDRESS P.O. Box 649, Myrtle Creek, Oregon 97457, (503)863-3115
South Umpqua School District, Myrtle Creek, Oreg
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Oregon Congressional District Number 4
CONTRACT NE-C-00-3-0282
FY73-$992,021 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733261 $518,133 Winters

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Powell, William E.
ADDRESS P.O. Box 137, New Augusta, Mississippi 39462, (601)964-3308
Perry County School District, New Augusta, Miss
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Mississippi Congressional District Number 5
CONTRACT NE-C-00-3-0291
FY73-$518,133 11-Jun-73 TO 10-Jun-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 11 Jun 73 End Date 10 Jun 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733262 $336,953 Miller

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Rich, Alan
ADDRESS 2 State Street, Groveton, New Hampshire 03590, (603) 636-1437
Northumberland School Supervisory Union 58, Groveton, N.H.
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
New Hampshire Congressional District Number 2
CONTRACT NE-C-00-3-0293
FY73-$336,953 01-Jun-73 TO 31-May-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733263 $733,840 Alvarez

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Hogen, Glenn A.
ADDRESS 320 S. Main Street, Lead, S.D. 82331, (605)584-1301
Lead-Deadwood Public Schools, S. Dak
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
South Dakota Congressional District Number 2
CONTRACT NE-C-00-3-0294

FY73-$733,840 11-Jun-73 TO 10-Jun-76
DESCRIPTORS *Community Involvement *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 11 Jun 73 End Date 10 Jun 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733264 $567,505 Winters

Experimental Schools: Small Schools in Rural Areas Program.
INVESTIGATOR Francis, Bill C
ADDRESS Hancock County Board of Ed., Hawesville, Kentucky 42348 (502)927-6137
Hancock County Board of Education, Hawesville, Ky
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Kentucky Congressional District Number 2
CONTRACT NE-C-00-3-0296
FY73-$567,505 11-Jun-73 TO 10-Jun-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Programs, *Experimental Schools, Rural Areas, *Small Schools
Start Date 11 Jun 73 End Date 10 Jun 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733265 $2,304,543 Mullens

Experimental Schools Project.
INVESTIGATOR Hill, Edward E
ADDRESS 315 S. 129th Street, Tacoma, Washington 98444 (206) 537-0211
Franklin Pierce School District, Tacoma, Wash
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW) Washington, D.C. Experimental Schools
Washington Congressional District Number 6
CONTRACT NE-C-00-3-0292
FY73-$2,304,543 01-Jun-73 TO 31-May-76
DESCRIPTORS *Comprehensive Programs, Documentation, *Evaluation, *Experimental Schools, Projects
Start Date 1 Jun 73 End Date 31 May 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on themajor areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

EP733266 $954,708 Coward

Evaluation and Documentation of the Southeast Alternatives, Minneapolis Public Schools, Experimental Schools Projects.
INVESTIGATOR Lundin, Steven
ADDRESS 4930 West 77th Street, Minneapolis, Minnesota 55435, (612)835-2366
Aries Corp., Minneapolis, Minn
ORG TYPE For Profit
AWARD TYPE NCOMP
CAN NO 2002717
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Minnesota Congressional District Number 5
CONTRACT OEC-0-71-4752
FY73-$876,994 30-Jun-71 TO 31-Jul-73,
FY74-$77,714 01-Jun-74 TO 30-Jun-75
DESCRIPTORS *Community Involvement, *Comprehensive Programs, Documentation, *Educational Change, Educational Programs, Evaluation Criteria, *Experimental Schools, Public Schools
IDENTIFIERS *Minneapolis Public Schools, *Southeast Alternatives
Start Date 30 Jun 71 End Date 30 Jun 75

Aries will perform a variety of tasks for the Career Education Program to assist in the review, documentation and analysis of its projects. These tasks are summarized below. (1) Technical Assistance (evaluation review panel, site team review, Model IV, survey of residential and non-residential programs). Provide assistance for Mountain Plains survey of needs of rural poor (convene a Basic Skills ad hoc advisory group, provide resources for consultants to perform various activities contained in the Basic Skills plan; provide resources for consultants to review the operational plans of Model II sites, Employer Based Career Education; provide assistance and support for site visits and coordination of reports to Panel G projects; provide resources for review panel for SICCEM at Model I, provide resources for panel to review dissemination procedures of Model I, provide resources for a panel to review and undertake revisions of Model I career education matrix, provide resources for a panel to devise curriculum development strategies - Model I, provide resources for an external panel for curriculum revision plans for the total package from Model I; provide resources for a panel to construct and recommend guidelines for alternate intervention points for educational change related to Model I, provide resources to conduct three meetings on evaluation and research, assist in the initial screening of proposals/prospectuses, seminars on measurement of outcome variables in Career Education, provide resources for a seminar on antecedent analyses. (2) Documentation and Related Support: study of legal issues, study of how career education programs may be individualized and, at the same time, avoid problems of tracking, study of how employer/community resources were selected, recruited, and used, and how the learning potential of employer sites has been assessed, outline requirements for a cost accounting system for current projects funded by NIE to enable cost-project comparisons of Research, Development and Operational costs. (Author)

EP733268 $3,037,022 Alvarez

Southeast Alternatives: Experimental Schools Project.
INVESTIGATOR Davis, John B; Kent, James
ADDRESS 807 Northeast Broadway, Minneapolis, Minnesota 55413, (612)336-3287
Minneapolis Public Schools, Minn
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst. of Education (DHEW), Washington, D.C. Office of Program.National Inst. of Education (DHEW), Washington, D.C. Experimental Schools
Minnesota Congressional District Number 5
CONTRACT NE-C-00-3-0280
FY73-$3,037,022 01-Sep-73 TO 30-Jun-76
DESCRIPTORS *Community Involvement, *Educational Change, Educational Environment, Educational Programs, *Experimental Schools, *Small Schools
IDENTIFIERS *Southeast Alternatives
Start Date 1 Sep 73 End Date 30 Jun 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action, locally initiated and developed, includes emphasis on the major areas of the educational environment, including curriculum, staffing, organization, community participation, administration and finance.

PROJECT RESUMES

EP733269 $2 867 735 Alvarez

Experimental Schools Project
INVESTIGATOR Foster Richard
ADDRESS 1414 Walnut St Berkeley California 94709 (415)644 6352
Berkeley Unified School District, Calif
ORG TYPE State Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Experimental Schools
California Congressional District Number 7
CONTRACT NE C 00 3 0295
FY73 $2 867 735 01 Dec 73 TO 30 Jun 76
DESCRIPTORS *Community Involvement *Educational Change Educational Programs *Experimental Schools Rural Areas *Small Schools
Start Date 1 Dec 73 End Date 30 Jun 76

Will educational change be more lasting and more successful if it is undertaken in a comprehensive design than if it is done in piecemeal fashion? The Experimental Schools effort encompasses the whole school system. A detailed five year plan of action locally initiated and developed includes emphasis on the major areas of the educational environment including curriculum staffing organization community participation administration and finance

EP733270 $846 413 Bradley Bucknan

Evaluation and Documentation of the Berkeley Unified School District, Experimental Schools Project.
INVESTIGATOR Miller Dorothy
ADDRESS San Francisco, California
Scientific Analysis Corp. San Francisco Calif
ORG TYPE For Profit
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Experimental Schools
California Congressional District Number 7
CONTRACT NE C 00 3 0297
FY73 $846 413 30 Jun 71 TO 30 Jun 73
DESCRIPTORS *Comprehensive Programs Documentation Educational Programs *Evaluation *Experimental Schools Public Schools
IDENTIFIERS *Berkeley Unified School District
Start Date 30 Jun 71 End Date 30 Jun 73

Evaluation and Documentation of an Experimental Schools Project a 5-year examination of a comprehensive plan, locally initiated and developed to improve the quality of education available to a critical mass of students See Final Plan of Project and Corollary Final Evaluation Plan

EP733271 $606 385 Smardak

ERIC Clearinghouse on Reading and Communications Skills.
INVESTIGATOR O Donnell Bernard
ADDRESS ERIC Clearinghouse on Reading & Communication Skills 1111 Kenyon Road Urbana Ill 61801 (217)328 3870
National Council of Teachers of English Urbana Ill
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 48007150
National Inst of Education (DHEW) Washington D C Information and Communications System
National Inst of Education (DHEW) Washington D C Office of Dissemination and Resources
Illinois Congressional District Number 21
CONTRACT OEC 0 72 4636
FY73 $312 000 01 Jun 73 TO 31 May 74
FY74 $294 385 01 Jun 74 TO 31 May 75
DESCRIPTORS Adult Reading Programs, *Communication Skills Educational Research Preschool Programs *Reading *Reading Development *Reading Instruction *Remedial Instruction, Verbal Ability
IDENTIFIERS Educational Resources Information Center ERIC
Start Date 1 Jun 72 End Date 31 May 75

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i e, cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various services based on the data base ERIC Clearinghouse for Reading and Communication Skills covers Reading English and Communication Skills Preschool through college Educational research and development in reading writing speaking, and listening Identification, diagnosis, and remediation of reading problems Speech communication-forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences and theater Preparation of instructional staff and related personnel in these areas All aspects of reading behavior with emphasis on physiology, psychology sociology, and teaching Instructional materials curricula tests and measurement, preparation of reading teachers and specialists, and methodology at all levels Role of libraries and other agencies in fostering and guiding reading Diagnostic and remedial services in school and clinical settings

EP733272 $136 486 Elmendorf

Nationwide Installation of the Multiunit Elementary School.
INVESTIGATOR Bush, William
ADDRESS School of Education, Wisconsin R&D Center/Cognitive Learning, 1404 Regent Street Madison, Wisconsin 53706 (608) 262 4901
Wisconsin Univ, Madison
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500502
National Inst of Education (DHEW) Washington D C Office of Dissemination and Resources National Inst of Education (DHEW) Washington, D C School Practices and Services Div
Wisconsin Congressional District Number 2
GRANT NE G 00 3 0221
FY73 $136 486 01 Jul 73 TO 31 Oct 74
DESCRIPTORS *Elementary Grades, Leadership Training, *Multiunit Schools Networks Research and Development Centers
Start Date 1 Jul 73 End Date 31 Oct 74

The Wisconsin Research and Development Center, originally funded in 1971 to launch a nationwide installation of the Multiunit School-Elementary (MUSE), will continue this effort through FY 74 The Center will fulfill the following objectives 1 Support the emerging national association of State Individually Guided Education (IGE) networks 2 Provide an additional (third) year of assistance and support to State education agencies presently cooperating with the Center to help them solidify State IGE networks 3 implement IGE MUSE in new States and form new state-wide networks 4 Conduct leadership institutes to prepare educational leaders to carry out all four phases (initial awareness first year implementation, refinement of concepts and practices, and institutionalization) of the implementation model in their own as well as in other States

EP733273 $187 400 Coulson

State Education Agency Dissemination Linkage Project.
INVESTIGATOR Baker, James
ADDRESS Div of Research and Development, 182 Tremont Ave, Boston, Mass 02111 (617)727 5700
Massachusetts State Dept of Education, Boston
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500503
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW) Washington, D C Office of Dissemination and Resources
Massachusetts Congressional District Number 11
GRANT OEG 0 71 4645
FY73 $70 600 30 Jun 73 TO 30 Jun 74
FY74 $116 800 30 Jun 73 TO 31 Aug 74
DESCRIPTORS *Educational Development *Information Centers, *Information Dissemination *State Boards of Education, Workshops
Start Date 30 Jun 73 End Date 31 Aug 74

This project will continue the development of the State Education Information Center in Massachusetts through (1) continued efforts to identify the potential user and the types of information needed, (2) intensified development of concurrent information packages, (3) creation of awareness about the service among potential users through use of various media, (4) continued efforts to improve the delivery of in-depth information searches, and (5) increased focus on developing workshops designed around specific packages

EP733274 $27 265 MacAdams

State Education Agency Dissemination Linkage Project.
INVESTIGATOR Golden, Cecil
ADDRESS Div of Vocational Education, Research and Evaluation Function, 258 Knott Bldg., Tallahassee, Florida 32304 (904)599-5731
Florida State Dept of Education, Tallahassee
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500503 PROPOSAL DATE 21 May 73
National Inst of Education (DHEW), Washington DC Information and Communications System
National Inst of Education (DHEW), Washington DC Office of Dissemination and Resources
Florida Congressional District Number 2
GRANT OEG-0-71-3690
FY73 $27 265 30-Jun-73 TO 30-Jun-75
DESCRIPTORS *Educational Programs, *Information Dissemination, Management Systems, *Regional Planning, *State Departments of Education
Start Date 30 Jun 73 End Date 30 Jun 75

This project is intended to coordinate all identified dissemination functions into a linkage design consistent with Florida's commitment to reform its statewide education system Specifically, the project will consolidate local and regional dissemination management functions coordinate existing information and resource units, develop and field test a delivery system for alternative practices and implement training and technical assistance programs to reinforce information linkages between the State Department of Education and its clients in the local and regional education agencies The project will also utilize the Department of Education's five regional area planning teams as linkage agents in serving Florida's 67 school districts through dissemination activities, maintenance of a technical assistance operation, and field testing of a newly developed delivery system for research and development products

EP733275 $240.205 Coulson

State Education Agency Dissemination Linkage Project.
INVESTIGATOR Herlig, Richard
ADDRESS Kansas State Education Bldg 120 E 10th Street, Topeka, Kansas 66612 (913)296-3606
Kansas State Dept of Education, Topeka
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500503
National Inst of Education (DHEW), Washington DC Information and Communications System
National Inst of Education (DHEW), Washington, DC Office of Dissemination and Resources
Kansas Congressional District Number 2
GRANT OEG-0-71-4646
FY73-$240.205 30-Jun-73 TO 30-Jun-74
DESCRIPTORS *Educational Innovation, *Information Dissemination, Information Systems, Rural Areas, *State Agencies, Training, Urban Schools
Start Date 30 Jun 73 End Date 30 Jun 74

This project will further refine and expand the education information linkages already established in Kansas This will help to ensure the adoption of innovative instructional practices in Kansas classrooms, and the use of pertinent information in decision making The existing information system in Kansas, developed to serve a specified pilot region, will reorder its services so that rural districts previously receiving low levels of assistance can realize the potential of a Department of Education-based information center A package of services including computer searches, curriculum catalogs and documents will be distributed to selected districts Training in the use of information services will also be made available to supervisory and support personnel in both urban and rural school districts

EP733276 $93.621 Coulson

Design of an Evaluation of Educational Information Linkage Programs.
INVESTIGATOR Paisley, William J
Stanford Univ , Calif
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500503
National Inst of Education (DHEW), Washington, DC Information and Communications System
National Inst of Education (DHEW), Washington DC Office of Dissemination and Resources
California Congressional District Number 17
CONTRACT NE-C-00-3-0299
FY73 $93 621 30-Jun-73 TO 30-Nov-74
DESCRIPTORS Data Collection, Educational Programs, Field Studies, *Information Systems, *Program Evaluation
Start Date 30 Jun 73 End Date 30 Nov 74

The project herein proposed undertakes a series of essential steps to provide by the summer of 1974 a reliable, valid, and practical evaluation design for educational information linkage programs of all kinds The project begins with a taxonomization of existing linkage programs in order to create a list of candidate programs for field testing the evaluation design It is expected that the design will be tested in six to eight field sites, chosen both for their diversity and for their representativeness The process of developing forms and procedures for evaluation begins with an examination of issues and questions that need to be addressed in the evaluation of linkage programs Succeeding steps include the specification of service cost mesures and performance measures together with the development of forms and other data collection procedures appropriate to each measure Detailed data collection and analysis plans will be prepared prior to actual field testing In the field testing phase, staff members of each linkage program will be responsible, after training by the Stanford research team, for compiling service/cost data, while the Stanford team itself will gather performance data

EP733277 $71.725 Haughey

Linkage with State Education Agency Dissemination Personnel.
INVESTIGATOR Peterson, Ray
ADDRESS 1201 16th St, N W , Wash , DC 20036, (202) 833-4191
Council of Chief State School Officers, Washington, DC
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500503
National Inst of Education (DHEW), Washington, DC Information and Communications System
National Inst of Education (DHEW), Washington, DC Office of Dissemination and Resources
District of Columbia
CONTRACT NE-C-00-3-0125
FY74 $71,725 30-Jun-73 TO 30-Sep-74
DESCRIPTORS *Conferences, Information Dissemination, School Personnel, *State Departments of Education
Start Date 30 Jun 73 End Date 30 Sep 74

The National Dissemination Conferences for state departments of education were initiated in 1970 under a National Center for Educational Communications grant to the Texas Education Agency These conferences which have continued under the South Carolina Project to Enhance Dissemination Functions is State Education Agencies have enabled SEA personnel to identify, define, and overcome many of the problems encountered in putting educational research into practice As a result, SEAs have not only expanded but have also increased the effectiveness of their dissemination practices In spite of this progress there are still a good many problems to be resolved as evidenced by the Council's recent Interim Report to NIE on SEA dissemination policies The need to continue the National Dissemination Conference for SEA personnel still exists Yet the present mechanism for continuing the Conferences will self destruct with the termination of the South Carolina Project June 30, 1973 The Council of Chief State School Officers realizing the need and possessing the required and unique machinery to continue the conferences herewith submits this request for NIE funds in the amount of $70,664 for the purpose of continuing the national SEA dissemination conferences during the period of July 1, 1973 to June 30, 1974 It is proposed that the

Council will serve as the secretariat for conducting a national conference and four regional conferences on dissemination for SEA personnel The emphasis of the national conference will be to expand training opportunities and to provide a forum for an exchange of views and information between the states as well as between NIE and the states The regional conferences will be primarily devoted to identifying regional dissemination problems and to finding solutions to those problems A steering committee of SEA and NIE personnel will be maintained to

EP733280 $34,546 Lazna

International Conference on Cultural Transmission.
INVESTIGATOR Stanley Samual L
ADDRESS Smithsonian Institution Center for the Study of Man Washington D C 20560 (202) 381 6201
Smithsonian Institution Washington D C Center for the Study of Man
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B002050
National Inst of Education (DHEW) Washington D C Office of Planning and Management
District of Columbia
GRANT NE-G-00-3-0220
FY73 $28,766 01 Jul 73 TO 30 Jun 74 FY74 $5,780 01 Oct 73 TO 30 Sep 74
DESCRIPTORS *Anthropology *Conferences *Cross Cultural Studies *Educational Theories
IDENTIFIERS *Ethnography General Theory of Education
Start Date 1 Jul 73 End Date 30 Sep 74

The conference will bring together a number of anthropologists and social scientists who will examine education as it relates to a core interest of antropology cultural transmission The central focus will be on the theoretical work of Dr Fredrick Gearing at the State University of New York Buffalo and the related studies of Dr Francis Ianni at Teachers College Columbia University Dr Gearing and a group of colleagues are in the process of articulating a General Theory of Education to be valid for processes of cultural transmission cross-culturally The General Theory developed by Gearing and his colleagues draws on a wide range of prior work by anthropologists and other social scientists on cultural processes in general As presently articulated the theory is being refined and applied in a number of ways

EP733281 $210,717 Johnson

Development and Description of Syntactic Structure in the Language of Deaf Children.
INVESTIGATOR Quigley Stephen P
ADDRESS Inst for Res on Exceptional Children 805 W Penn Urbana Illinois 61820 (217)333 6577
Illinois Univ Urbana
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500403
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Basic Studies Div
Illinois Congressional District Number 22
GRANT OEG-0-9-232175-4370(607)
FY73 $210,717 01 Sep 73 TO 31 Aug 75
DESCRIPTORS *Cloze Procedure *Deaf Children Linguistics Nonverbal Ability *Structural Grammar Verbal Ability
IDENTIFIERS ORG Spec Proj CAN *Syntactic Structure
Start Date 1 Jun 69 End Date 31 Aug 75

The program of research will use transformational generative grammar as a model for studying the comprehension and production of syntactic structures by deaf children The program will use three methods for studying syntactic structures (1) linguistic analysis of written language samples (2) use of non-verbal and verbal materials for eliciting and manipulating specific syntactic structures and (3) use of unstructured and structured cloze procedures By using these methods in a series of studies generated within the framework of transformational generative grammar it is anticipated that the following objectives will be realized 1 determination of the syntactic patterns in the language comprehension and production of deaf children and youth 2 description of rules by which the syntactic patterns are generated 3 construction of a grammar which will describe the phrase-structure and transformational rules available to deaf children and youth at various age levels and how these rules differ from the phrase-structure and transformational rules of English, 4 the development of materials for the assessment and teaching of certain syntactic structure The first three items listed are the major objectives of the proposal Their attainment should provide a body of knowledge concerning the present development of syntactic structures in the language of deaf children which could serve as input to centers concerned with the production of media and materials for the instruction of deaf children and youth (Author)

EP733282 $35,805 Brainard

A Study of Reading Disability in the U.S. OCC Causes, Characteristics, and Relationship to Other Abnormalities.
INVESTIGATOR Isom John B
ADDRESS 3181 S W Sam Jackson Portland Oregon 97201 (503)228-9181
Oregon Univ Portland
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500403
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Basic Studies Div
Oregon Congressional District Number 3
GRANT OEG-32-47-8210-6017(607)
FY73 $35,805 16-Jun-73 TO 30-Apr-74
DESCRIPTORS *Early Childhood Education *Evaluation Methods Instrumentation Reading Achievement, *Reading Difficulty
IDENTIFIERS ORG Spec Proj CAN
Start Date 16 Jun 73 End Date 30 Apr 74

To describe the relative and absolute reading achievement of a group of children sequentially from the first through the sixth grades, to develop a neuropsychological instrument to be administered in the immediate preschool period which will predict reading disability to determine whether specific factors, defined or measured by a multidisciplinary evaluation the separate parts of which are administered at various times from birth through age 8 years of age, correlate with reading disability and to assess the influence of socio-economic status family constellation and attitudes towards learning and child teaching practices upon reading achievement The emphasis in this investigation is upon the nature and extent of change with change in patterns of school performance as well as indicating whether a single value of a given parameter at any one time is significant (Author)

EP733283 $317,286 Brainard

Educational and Behavioral Sequelae of Prenatal and Perinatal Conditions.
INVESTIGATOR Rubin Rosalyn A And Others
ADDRESS University of Minnesota Minneapolis Minn 55455
Minnesota Univ Minneapolis
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B008150
CAN NO 2500403
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Basic Studies Div
Minnesota Congressional District Number 5
GRANT OEG-32-33-0402-6021
FY73 $91,116 16-Jun-73 TO 15-Dec-73
FY74 $226,170 16-Dec-73 TO 15-Dec-74
DESCRIPTORS Academic Achievement Behavior Change Handicapped Children *Infant Behavior *Mental Retardation *Neurological Defects *Prenatal Influences
IDENTIFIERS ORG *Perinatal Influences Spec Proj CAN
Start Date 16 Jun 73 End Date 15 Dec 76

The University of Minnesota Hospitals is a participant in the Collaborative Study on Cerebral Palsy Mental Retardation, and Other Neurological Disorders sponsored by the U S Public Health Service Thus it has data (gathered in a prospective design) on conditions of pregnancy birth and developmental history of hundreds of children some of whom are now coming of school age each year We propose to study the achievement behavior and school program of

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these children to 1 Assess the relationships of prenatal and perinatal conditions with school achievement, school placement, and behavior 2 Establish effective instruments and procedures as a prototype for others of the 12 hospitals with data from the Collaborative Study whose cooperation will be sought for a combined study of the educational progress of the total Collaborative Study sample The sample is clearly identified and available Measures of educational achievement will be obtained in the summer and early fall through individual testing During the late fall and winter teachers will be interviewed for data on pupil behavior and school program Statistical analysis will be primarily regression analysis, working forward from prenatal or perinatal abnormalities to school performance, and backward from school performance and special classification to early medical data, but we would also expect tests of means and variances to be appropriate for many questions (Author)

EP733285 $189 934 Brainard

Special Reading Instructional Procedures for Mentally Retarded and Learning Disabled Children.
INVESTIGATOR Blake, Kathryn, Williams, Charlotte
ADDRESS Division for Exceptional Children, College of Education, Athens, Ga 30601, (404)542-4096
Georgia Univ, Athens
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500601
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
Georgia Congressional District Number 10
GRANT OEG-0-71-4157(607)
FY73-$189,934 21-Jun-71 TO 30-Jun-75
DESCRIPTORS Cognitive Development, *Instructional Programs, Language, *Mental Retardation, Reading, *Special Programs, Verbal Learning
IDENTIFIERS Language Characteristics
Start Date 21 Jun 71 End Date 30 Jun 75

The goal of this project is to produce special reading instructional procedures adapted to the target groups' particular verbal learning and language characteristics Our approach involves translating information about verbal learning, language, and individual differences into prototypes for special teaching procedures and evaluating these procedures in controlled situations The target end-product is a codification of the program's outputs for such groups into a sourcebook, a compendium of information pertaining to special procedures for teaching reading skills to each target group There are four target groups One group includes intellectually retarded pupils One group includes learning disabled pupils Two groups include intellectually normal pupils younger normal pupils whose MA's are similar to those of the retarded pupils and the learning disabled pupils, older normal pupils whose CA's are similar to those of the retarded pupils They have developed prototypes, constructed instruments, and conducted evaluation studies for instructional procedures for teaching thirteen reading skills These skills include the six skills they worked on during Year I, i e, identifying main ideas and supporting ideas, identifying word meanings from context, learning word meanings-synonyms, learning word meanings-hymonyms, learning word meanings-concepts, and identifying supporting ideas They also include seven additional skills learning sight vocabulary, learning word meanings-compounds, learning word meanings-affixes, recalling and comprehending sentences, learning through sentences, learning through connected discourse-directions, and identifying main ideas and supporting ideas in connected discourse During Year 3 they will report on these reading procedures in three monographs (Author)

EP733287 $333,765 Mason

The Consequences of Introducing Educational Testing A Societal Experiment.
INVESTIGATOR Madaus, George F, And Others
ADDRESS Office of Research Administration, Chestnut Hill, Mass 02167, (617) 969-0100 Ext 149
Boston Coll, Chestnut Hill, Mass
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500403
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources National Inst of Education (DHEW), Washington, D C Research and Development System Support Div
Massachusetts Congressional District Number 4
GRANT NE-G-00-3-0214
FY73-$333,765 30-Jun-73 TO 29-Jun-76
DESCRIPTORS *Educational Testing, Elementary Education, *Social Action, *Social Sciences
IDENTIFIERS *Ireland
Start Date 30 Jun 73 End Date 29 Jun 76

During the past 18 months, supported in part by a planning grant from the Russell Sage Foundation, the Center for Field Research and School Services at Boston College and the Educational Research Centre at St Patrick's College Dublin, Ireland have been jointly planning a research effort in the Republic of Ireland that is unique in contemporary social science At present Ireland is on the verge of moving from a society that does not employ tests of ability and attainment in its schools to one utilizing such tests on a scale comparable to the United States and Great Britain When it became clear that Ireland would become saturated with tests designed for other countries, we approached the Irish Department of Education and influential teacher', headmasters' and managers' associations with a proposal to build tests and study their effects on a random sample of the country's primary and secondary schools for a period of four to five years At the end of that time an informed decision could be made by Irish authorities regarding the benefits and liabilities of permanently adopting such a program The Irish authorities have indicated their support and endorsement of the study The Irish Department of Education has awarded St Patrick's College $40,000 for the cost of developing and running the testing program The tests have been built and, given funds to support the research costs, we would be in a position to begin our investigation this September Hence, for the first time in educational history an experimental study fo the much argued effects of tests of ability and attainment on various social institutions and publics can be undertaken Futher, and equally important, the experiment affords an opportunity to determine the strengths and weaknesses, potentials and pitfalls of pursuing a rational approach to planned social reform The conduct of this experiment and the results obtained from it have a potential impact far beyond Ireland, although the benefits there will be enormous The information gained about the effects of standardized tests and the realities of planned social change will benefit educational and governmental agencies in developed and underdeveloped nations An international steering committee, composed of American and Irish scholars has agreed to oversee the conduct of the experiment for its duration

EP733289 $3,644,468 Bucknam

Street Academy Project: Oakland, California, South Bend, Indiana and Washington, D C.
INVESTIGATOR Jordan, Vernon E
ADDRESS 55 East 52nd Street, New York, N Y 10022, (212)751-0300
National Urban League, Inc, New York, N Y
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Experimental Schools
New York Congressional District Number 17
GRANT OEG-0-72-5297
FY73 $3,644,468 11-Jun-72 TO 25-Jun-75
DESCRIPTORS *Documentation, *Program Evaluation, School Districts
IDENTIFIERS *Street Academies
Start Date 11 Jun 72 End Date 25 Jan 75

Evaluation and Documentation of an Experimental Schools Project, a 5 year examination of a comprehensive plan locally initiated and developed to improve the quality of education available to a critical mass of students See Final Plan of Project and Corollary Final Evaluation Plan

PROJECT RESUMES

EP733290 $897,803 Coward

Evaluation and Documentation of the Franklin-Pierce Public Schools, Experimental Schools Project.
INVESTIGATOR Doyle, Wayne
ADDRESS 710 S W Second Ave, 500 Lindsey Bldg, Portland, Oregon 97204, (503)224 3650
Northwest Regional Educational Lab, Portland, Oreg
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 200717
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Experimental Schools
Oregon Congressional District Number 3
CONTRACT OEC-0-71-4751
FY73-$897,803 30-Jun-71 TO 31-Aug-76
DESCRIPTORS *Documentation, *Educational Improvement, *Experimental Schools, *Program Evaluation, Public Schools, School Districts
IDENTIFIERS *Franklin Pierce Public Schools
Start Date 30 Jun 71 End Date 31 Aug 76

Evaluation and Documentation of an Experimental Schools Project, a 5-year examination of a comprehensive plan, locally initiated and developed, to improve the quality of education available to a critical mass of students. See Final Plan of Project and Corollary Final Evaluation Plan

EP733294 $4,912,650 Johnson

Mountain Plains Education Economic Development Program.
INVESTIGATOR Perryman, Bruce
ADDRESS P O Box 3078, Glasgow, Montana 59231
Mountain-Plains Education and Economic Program, Inc, Glasgow Air Base, Mont
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Montana Congressional District Number 1
CONTRACT NE-C-00-3-0298
FY73-$4,500,000 29-Jun-73 TO 31-Aug-74
FY74-$412,650 01-Sep-73 TO 31-Aug-74
DESCRIPTORS *Career Education, Counseling, *Job Training, Placement
IDENTIFIERS Adult Career Education, Career Progression, *Multi Problem Families, Rural Residential Career Education
Start Date 29 Jun 73 End Date 31 Aug 74

Mountain Plains is a residential program for rural multi-problem families. Its primary mission is the economic rehabilitation of the Head of the Household (HOH) with provision of comprehensive supporting services to other family members. Participants are recruited from six states (Montana, Idaho, North Dakota, South Dakota, Wyoming and Nebraska) through MP field offices. The facilities can serve two hundred families per month. At an estimated nine months per family, the yearly flow-through should be about 240 families. At present, 30% of entrant families complete their MP programs, but MP estimates that the final rate will be between 70 and 80% completers. A random half of all eligible applicants recruited by field offices enter Mountain Plains, the others form the control group. Input/output data collection is sparse, however, and at present, obtained wholly by the field recruiters. Services provided at MP include: a career development program for the HOH and spouse, including foundation education and job training, family counseling and guidance, medical, dental and nutritional services, home-maker training, and educational support for the children. Completion of the MP program is defined as achievement of the educational objectives set by the HOH at entry. Both completers and resignees receive placement and relocation support from the field officers. (Author)

EP733296 $5,046,896 Sealey

Response to Educational Needs Project.
INVESTIGATOR Lewis, Peter
ADDRESS 415 12th Street, N W, Washington, D C 20004
District of Columbia Board of Education, Washington, D C
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 2500402
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
District of Columbia
GRANT OEG-0-72-0168(725)
FY73-$2,898,096 30-Jun-72 TO 30-Jun-74,
FY74-$2,148,800 30-Jun-72 TO 30-Sep-75
DESCRIPTORS *Affective Objectives, *Cognitive Development, *Community Involvement, *Disadvantaged Youth, Educational Innovation, Educational Needs, Inservice Programs, Models, Preservice Education, *Systems Approach, Workshops
IDENTIFIERS Anacostia, Career Access, Dc Project, School Based Career Education
Start Date 30 Jun 72 End Date 30 Sep 75

The District of Columbia Public Schools/Response to Educational Needs Project is an inner-city educational program whose ultimate goal is to improve the educational achievement level, in both cognitive and affective areas, of approximately 21,000 disadvantaged children in 19 elementary, junior high and senior high schools in the Anacostia Section of Washington, D C. The means to this end will include emphasis on improving the knowledge, skills and attitudes of the instructional staff through inservice training activities, mobilizing and coordinating the resources of the community, and developing better reading and mathematics programs than are presently available. The project was funded at a FY'74 level of $2,133,518, which was added to approximately $700,000 of carryover funds from FY'73. Due to lessened program activity over the past seven months (which have been dedicated to development of a detailed fifteen month plan of operation on the basis of guidelines by the NIE and consultant help provided to the project at NIE expense), there should be approximately $1.8 million of present funds left to carryover into FY '75 and this amount will be supplemented by additional funds of approximately $2.5 million to cover the period ending 8/31/75. This phased release of funds was established to ensure adequate planning before program implementation and to develop appropriate evaluate mechanism for the various project elements. (Author)

EP733297 $101,034 Hampson

Simulated Occupational Choice: A Criterion of Competence in Career Decision-Making.
INVESTIGATOR Katz, Martin R
ADDRESS Educational Testing Service, Princeton, N J 08540
Educational Testing Service, Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500402
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
New Jersey Congressional District Number 5
GRANT NE-G-00-3-0216
FY73-$101,034 01-Sep-73 TO 31-Aug-75
DESCRIPTORS *Career Planning, *Cognitive Ability, *Guidance Programs, High School Students
IDENTIFIERS Career Access, Career Decision Making, ORG, School Based
Start Date 1 Sep 73 End Date 31 Aug 75

The study continues developmental work on a simulation instrument to assess competence in career decision-making. The study emphasizes decision-making processes rather than specific outcomes or understanding of decision making concepts per se. It includes measures to assess the comprehensiveness and effectiveness of choice processes. The immediate target population is high school seniors. The study includes plans for development, pretest, formative evaluation, revision, and summative evaluation on a sample of 200 high school seniors. The instrument promises to be particularly useful as a criterion measure for assessing the effects of career development and guidance programs, ex perimental career education programs, and other activities aimed at increasing competence in career decision-making

EP733298 $20,000 Rieder

A New Model for Youth Learning and Socialization.

INVESTIGATOR Wynne, Edward
ADDRESS College of Education, Chicago Circle, Box 4348, Chicago, Illinois 60680
Illinois Univ, Chicago.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500402
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Illinois Congressional District Number 7
GRANT NE-G-00-3-0219
FY73-$20,000 27-Jun-73 TO 30-Jun-74
DESCRIPTORS *Career Education, *Post Secondary Education, *Socialization, Work Study Programs, *Youth Problems
IDENTIFIERS Career Access, ORG
Start Date 27 Jun 73 End Date 30 Jun 75

The study suggests that the typical transition from high school to college frequently results in a lack of common sense due to inexperience in the world of work, age segregation and separation of youth from non-school learning situations. For students with college level ability, the absence of perceived educational alternatives to college is particularly acute--with resultant dropouts, dissatisfaction and anti-social behavior. The study involves a planning grant to design a program in which employers are subsidized to provide junior executive job training for high school graduates with college level ability. The study involves planning (not implementation) for a program directed toward the transition from school to work for students with college level ability

EP733299 $54,647 Sandler

The Role of Women in American Society.

INVESTIGATOR Naiman, Adeline
ADDRESS Education Development Center, Newton, Mass 02160
Education Development Center, Inc, Newton, Mass
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2500402 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Massachusetts Congressional District Number 4
GRANT NE-G-00-3-0215
FY73-$54,647 27-Jun-73 TO 30-Sep-74
DESCRIPTORS *Equal Opportunities (Jobs), *Film Study, *High School Students, Self Esteem, *Womens Studies
IDENTIFIERS Career Access, Film, ORG
Start Date 27 Jun 73 End Date 30 Sep 74

The study will develop a film and related teaching materials on alternative life choices available to women. The investigators will use "moments of decision" and "feminine self-discovery" as themes in a one-semester course for tenth through twelfth graders. The film-based teaching program is intended to: 1 Help young women understand the array of life choices open to them 2 Break down existing sex role stereotypes held by men and women 3 Compare the relation between female experience in the United States in the 1970's and that of other periods and cultures. The role of women in American society, relation between education, occupational choice, family and marriage decisions is a significant area of educational concern

EP733300 $27,639 Charner

Toward a Temporal Sequence of Education Attainment

INVESTIGATOR Rehberg, Richard A
ADDRESS Dept of Sociology, Binghamton, N Y
State Univ of New York, Binghamton
ORG TYPE College/University
AWARD TYPE NCOMP PROPOSAL DATE 13 Jun 73
CAN NO B005250
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
New York Congressional District Number 27
GRANT NE-G-00-3-0217
FY73-$23,001 27-Jun-73 TO 30-Sep-74, FY74-$4,638 27-Jun-73 TO 30-Sep-74
DESCRIPTORS Academic Achievement, *Adult Education, *Educational Objectives, *Followup Studies, *Preschool Evaluation, Student Characteristics
IDENTIFIERS Career Access, ORG
Start Date 27 Jun 73 End Date 30 Sep 75

The study examines pre and post high school graduation characteristics, educational and occupational experiences, aspirations, expectancies and achievements of students in the southern tier of New York State. Beginning with 2790 high school freshmen, the principal investigator has recently completed a fifth wave of sampling on students who are approximately three (3) years out of high school. The study will emphasize: 1 The cost of continuing education beyond high school and sources of financing related to family status, ability and type of post-high school education 2 Use of the two year college as terminal education and/or transmission link between high school and four year college 3 Factors related to the non-completion of high school, non-continuation beyond high school and probability of entry into some form of higher education 4 Probability of entry into higher education after a hiatus following high school graduation. Use of path analysis to examine a five wave longitudinal data base. This study represents a useful addition to other longitudinal studies on the interplay between social background, education and occupational experience

EP733301 $395,367 Hill

A Laboratory Investigation of the Goals of Secondary Education as Perceived by Education Consumers

Information Science, Inc, Manhasset, N Y
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 2500403
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Policy Studies Div
New York Congressional District Number 6
CONTRACT NE-C-00-3-0301
FY73-$137,653 15-Jun-73 TO 31-Mar-74,
FY74-$257,714 15-Jun-73 TO 31-Mar-75
DESCRIPTORS Anglo Americans, Educational Objectives, *Investigations, Laboratories, Mexican Americans, Negroes, *Secondary Education
IDENTIFIERS Exploratory Studies Project
Start Date 15 Jun 73 End Date 31 Mar 75

This is a pilot project intended to develop and test a method by which laymen--people who do not work in schools or participate directly in their policy-making--can be helped to state their goals for education. For reasons of simplicity in research design, the project has concentrated on secondary schools. Because no standard methodology for formulating laymen's goals for education exists, one had to be developed. And because many of the tasks involved in producing statements of goals are unfamiliar to people who have not had specific training in the area, this pilot study pays special attention to respondents whose education level is average or less than average. The population characteristics of the study site (Albuquerque, N M) make it possible include samples of Black, Anglo, and Mexican American respondents. The study on intense interactions between interviewer and respondent. Each respondent completes the following tasks: (1) elicitation of the full range of goals which he expects secondary education to produce for students and society, (2) categorization, i e placement of the particular goal statements produced in elicitation into groups of statements which have similar or complementary intent, and (3) priorization, in which respondents indicate the relative importance both of the individual goal statements produced in elicitation and of the broader categories of goals. The methodology now being developed will be used in future sample survey studies to describe and compare the goals for secondary education held by laymen and education professionals, and to document the differences in goals held by subgroups of laymen (Author)

EP733302 $89,727 Stump

Education, Pay and Job Satisfaction

INVESTIGATOR Stern, David
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Yale Univ, New Haven, Conn
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Connecticut Congressional District Number 3
GRANT NE-C-00-3-0213
FY73-$89,727 01-Sep-73 TO 31-Aug-75
DESCRIPTORS *Income, Sampling, *Unions
IDENTIFIERS Career Satisfaction, Non Monetary Income, ORG, Understanding Educational Work, *Worker Satisfaction
Start Date 1 Sep 73 End Date 31 Aug 75

The study examines the relationship between preferences for earnings and job satisfaction for workers with similar levels of education The central question is "How much of a hypothetical pay raise would a worker forego in order to have his job changed in a way that would increase intrinsic satisfaction?" Key hypotheses are 1 Workers already relatively satisfied will be less willing to forego extra pay for increased satisfaction 2 Willingness to forego extra pay increases for those with working spouses and or few dependents 3 Willingness to forego extra pay declines with age 4 Willingness to forego extra pay for increased satisfaction is negatively associated with current satisfaction and increases for workers with more education Structured interviews with a stratified sample of 250 workers belonging to District Council 37 of the American Federation of State, County and Municipal Employees Union, New York City Sample will be stratified on the basis of occupation and education The Forward Plan for Career Education Research and Development clearly states the central question in this study How much is career satisfaction worth in terms of income?

EP733303 $92,021 Charner

The Impact of Educational Attainment on Fertility and Female Labor Force Behavior

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Minnesota Univ, Minneapolis
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 10 Apr 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Minnesota Congressional District Number 5
GRANT NE-G-00-3-0212
FY73-$92,021 27-Jun-73 TO 31-Aug-75
DESCRIPTORS *Academic Achievement Behavior, *Females, *Labor Force, Wages, *Womens Studies, *Working Women
IDENTIFIERS Career Access, *Fertility, ORG, Understanding Education and Work
Start Date 27 Jun 73 End Date 31 Aug 75

The inverse relation between schooling and fertility is widely documented, as is the direct correlation between schooling and earnings This research attempts to estimate structural aspects of the labor market which underlie these simple associations A major aspect of the study is the development of a model to predict the potential wage offers to women not currently in the labor market This is not possible from existing analyses because women presently in the labor market are more likely to have invested in education than women not currently employed or looking for work Three basic questions are posed 1 What are the costs and benefits of education in economic terms? 2 If women not currently working entered the labor market, would they receive benefits similar to those presently working? 3 What is the economic cost to women of bearing children? Use of simultaneous equations to analyze longitudinal data in Survey of Economic Opportunity and Income Dynamics Panel Most studies of the relationship between schooling and earnings concentrate on men

EP733304 $159,305 Goodwin

Proposed Study of the Relative Effectiveness of Proprietary versus Public Vocational Education

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
California Congressional District Number 7
GRANT NE-G-00-3-0204
FY73-$150,305 27-Jun-73 TO 30-Sep-74
FY74-$9,000 27-Jun-73 TO 30-Sep-74
DESCRIPTORS *Career Education, Community Colleges, *Vocational Education
IDENTIFIERS Career Progression, Educational Effectiveness, ORG
Start Date 27 Jun 73 End Date 30 Sep 74

A study comparing the labor market success of graduates from proprietary and public vocational schools on seven outcomes 1 initial salary 2 length of time before getting initial job 3 relatedness of first job to training 4 self-reported job satisfaction 5 promotions 6 geographic and occupational mobility 7 personal growth In addition differences in performance will be correlated with institutional factors such as placement activities, faculty salaries, advertising expenses, administrative practices, physical plant and equipment The central hypothesis is that graduates of proprietary schools will fare better in the labor market than will students graduating from public vocational schools It is argued that factors related to the market mechanism and profit motive may facilitate the greater success of proprietary school graduates Twelve hundred (1200) randomly selected 1973 graduates (in 6 occupational areas) from 51 randomly selected schools in 4 cities are followed into the labor market 3 months after graduation Longer term effects are assessed by sampling 2000 1971 graduates from the same schools Graduates from public and proprietary vocational schools are matched on a variety of demographic and entry level characteristics Rapid expansion of community colleges represents a major educational investment in postsecondary career preparation Comparison with competing private vocational schools may suggest the utility of this investment

EP733305 $159,172 Charner

Dropouts and Graduates Five Years after High School A Re-Survey of a National Sample of Young Men

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Michigan Univ, Ann Arbor
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 21 Feb 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Michigan Congressional District Number 2
GRANT NE-G-00-3-0198
FY73-$159,172 27-Jun-73 TO 31-Aug-75
DESCRIPTORS *Dropouts, *Educational Attitudes, *High School Graduates, Males, *Occupational Surveys, *Work Attitudes, Youth
IDENTIFIERS Career Access, ORG
Start Date 27 Jun 73 End Date 31 Aug 75

The project will re-survey participants (now in their mid-twenties) from the 1966-1970 Youth in Transition Study which followed a national sample of young men through high school and one year beyond The study will 1 Explore the long-range effects (especially occupational) of dropping out of high school 2 Compare educational and occupational attitudes and experiences of high school dropouts, graduates and college students Occupational characteristics such as status, pay, hours, satisfaction and previous work history are examined, attitudes toward education, race relations, government and the use of drugs are also assessed The researcher hypothesizes that differences between high school dropouts and others grow greater the longer people are away from high school A longitudinal analysis of 2200 young men currently in their mid-twenties In the transition from school to work, the high school dropout represents perhaps the most acute problem Although the proportion of high school dropouts has declined over the past few decades, the proportion of jobs available for such people have declined even more precipitously

EP733306
$9.997
Stacey
A History of Adult Degree Programs 1945-1970.
INVESTIGATOR Hall, James C
ADDRESS 430 So Michigan Ave , Chicago, Illinois 60605
Roosevelt Univ Chicago, Ill
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 3 Jan 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Illinois Congressional District Number 7
GRANT NE-G-00-3-0199
FY73-$9,997 15-Jun-73 TO 30-Aug-74
DESCRIPTORS *Adult Education, *Surveys
IDENTIFIERS Career Progression, ORG
Start Date 15 Jun 73 End Date 30 Aug 74

There has been, to date, no comprehensive record of the origins, successes and failures of adult degree programs Since 1945, approximately 20-30 adult degree programs have sprung up around the country These programs differ from conventional adult education programs in that 1 Adults have the opportunity to earn a degree outside the classroom (such programs are sometimes termed external degree programs) 2 Prior work experience may be sub- stituted for classroom courses Admissions criteria, instruc- tional techniques, evaluation processes and methods of certification reflect the value placed on work experience The study examimes origins of the adult degree concept, varia- tions in the establishment and organization of specific programs, evolution in staffing patterns, enrollment, adminis- tration and curriculum Case studies and comparison of 15 adult degree programs Sample stratified on the basis of geographical location, and length of existence Principal sources of data are school records, interviews with key officials and records of accrediting institutions Central tenets of career education are 1 Education ought to, in part, prepare students for the world of work and career decision making 2 The world of work is a significant source of learning experience Adult degree programs recognize the value of experimental learning 3 Mid-career adults should have opportunities for recurrent education

EP733307
$10,904
Goodwin
The Impact of Colleges and Universities on the Educational and Occupational Aspirations of Women.
INVESTIGATOR Patterson, Michelle
California Univ , Santa Barbara
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
California Congressional District Number 13
GRANT NE-G-00-3-0200
FY73-$9,976 27-Jun-73 TO 31-Jul-74, FY74-$928 01-Aug-74 TO 01-Jan-75
DESCRIPTORS *College Role, *College Students, *Educational Interest, Females, Males, *Occupational Aspiration, *Women, Youth
IDENTIFIERS Career Access, ORG
Start Date 27 Jun 73 End Date 1 Jan 75

The study compares the differential effects of attending college or university upon the educational and occupational aspirations of men and women Two theories of level of aspirations are tested–theories of relative deprivation and 'environmental press' Such institutional characteristics of colleges as sexual composition of the student body whether a school is male, female or coed, and the selectivity of admissions criteria are the primary independent variables Family background characteristics, ability levels, attitudes toward marriage and family are controlled to isolate the effects of college The study examines changes in under graduate educational and occupational aspirations from freshman to senior year The analysis uses existing longitudinal data developed by the American Council on Education Approximately 60,000 1966 freshmen were followed up at the end of their first year, junior and senior years The study should yield significant findings about the impact of the college experience upon men and women as well as the operation of various social reference groups Understanding these effects should be of value to educational planners as well as counselors

EP733308
$9,691
Codori
Sex as a Factor Influencing Career Recommendations of Public School Guidance Counselors.
INVESTIGATOR Klemmack, David L
ADDRESS Dept of Sociology
Virginia Polytechnic Inst and State Univ , Blacksburg
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 20 Feb 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Virginia Congressional District Number 9
GRANT NE-G-00-3-0211
FY73-$9,691 27-Jun-73 TO 30-Oct-74
DESCRIPTORS *Career Planning, *Counselors, Public Schools, Questionnaires, *Sex (Characteristics), Sex Discrimination, Women, Youth
IDENTIFIERS Career Access, ORG
Start Date 27 Jun 73 End Date 30 Oct 74

The study addresses three questions 1 Does a student's sex alter the career recommendations of a guidance counselor? 2 Does sex interact with other student characteristics (school performance, occupational and educational aspirations, age, race, SES, parent expectations) to influence advice counselors give students 3 Do counselor attributes such as sex, age, social background, professional training and experience influence career recommendations? The study involves a mail questionnaire survey of all junior and senior high school guidance counselors in Virginia Data on career recommendations of guidance counselors will be collected through the use of hypothetical case histories A second source of data involves intensive interview of 50 randomly sampled counselors Sex bias is certainly one important obstacle to female mobility in the labor market Career aspirations, planning and decision-making may be significantly affected prior to entering the labor market by the kinds of advice given by teachers and guidance counselors

EP733309
$126,848
Hodes
The Vocational Choice Process of Non-Professional Non-Managerial Workers.
INVESTIGATOR Salamone, Paul
ADDRESS 805 So Crouse Ave , Syracuse, New York 13210
Syracuse Univ , N Y
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
New York Congressional District Number 32
GRANT NE-G-00-3-0203
FY73-$126,848 27-Jun-73 TO 30-Jun-75
DESCRIPTORS *Counseling, *Guidance
IDENTIFIERS Career Progressions, ORG
Start Date 27 Jun 73 End Date 30 Jun 75

The principal aim of the study is to test the applicability of John Holland's theory of vocational choice (The Psychology of Vocational Choice) to non-professional, non-managerial workers A series of hypotheses suggested by Holland's theory is contrasted with an 'accident theory' of vocational choice Holland's work constitutes one of the major theories in the area of vocational choice To date, the major assumptions of this and most other theories of career choice have been tested almost exclusively upon college students and professionals School guidance counselors and vocational counselors, however, lack reliable information by which to assist the decision making of non college bound youth Using Holland's Vocational Preference inventory, a stratified sample of 1000 male and female workers will be tested The study identifies a big gap in current theories of vocational choice. Theories of decision making for non-college bound youth have been almost totally overlooked by researchers in the area. Consequently, guidance counselors are particularly hampered in advising such students.

EP733310 $158,941 Goodwin

Educational Requirements for Industrial Democracy.
INVESTIGATOR Levein, Henry, And Others
ADDRESS 540 Santa Cruez Ave., Menlo Park, California
Portola Inst., Inc., Menlo Park, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
California Congressional District Number 17
GRANT NE-G-00-3-0205
FY73 $158,941 01-Sep-73 TO 31-Aug-76
DESCRIPTORS *Educational Needs, Industrialization, *Industrial Structure, Organization, *School Industry Relationship, *Vocational Education
IDENTIFIERS Career Access, ORG, School Production, Socialization of Work, Work Organization
Start Date 1 Sep 73 End Date 31 Aug 76

The project will study the implications of various forms of work reorganization ("industrial democracy"), concentrating upon the demands placed upon the educational system and the possible responses of schools. The study involves parallel examination of schools and firms to check the correspondence between the educational requirements of industrial organization and the social skills and attitudes produced by schools. The researchers concentrate upon forms of work reorganization characterized by 'flattened' hierarchies of authority, worker participation in management decisions regarding production and job requirements. It is hypothesized that industrial democracy will lead to less specialization in production tasks, increased worker initiative, and the demand for new patterns of socialization through schooling. The study involves parallel examination of: 1. Industrial demands for new kinds of workers as a result of 'democratic' work reorganization. 2. The production aspects of schools with regard to labor skills and personality traits that 'industrial democracy' demands. The study includes literature survey and field study of firms in the United States and abroad which have experimented with substantial degrees of industrial democracy. The connection between changing work requirements and forms of school productivity, attitudes toward authority, rules, hierarchy, decision-making skills, etc., suggests an evolving relationship between education and the world of work.

EP733311 $317,286 Stacey

Study of Legal Constraints to External Higher Education Degree Programs, with Statutory Models for Reform and Regulation.
INVESTIGATOR Granat, Richard; Kaplin, William
ADDRESS 620 Michigan Ave. N.E., Wash. D.C. 20017
Catholic Univ. of America, Washington, D.C.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 3 Jan 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
District of Columbia
GRANT NE-G-00-3-0208
FY73 $317,286 27-Jun-73 TO 26-Aug-74
DESCRIPTORS *Legal Problems, *Post Secondary Education
IDENTIFIERS Career Access, Career Progression, ORG
Start Date 27 Jun 73 End Date 26 Aug 74

The study focuses upon the legal constraints to external higher education degree programs and is divided into three (3) parts: a. analysis of the role of states and state regulations; b. a legal analysis of the role of accreditation associations in external degree programs, and of the legal issues surrounding the involvement of proprietary institutions; c. legal issues concerning the governance of external degree programs. The study will also examine the impact of legal constraints upon the actual operations of external degree programs. In response to legal issues raised, the study also suggests statutory and procedural reforms for the orderly expansion of external higher education degree programs. Using traditional legal research sources—statutes, cases, law review articles and journals, an information matrix will be developed in each of the three areas of investigation. This will be supplemented by a limited field research phase, in which a sample of external degree programs are carefully scrutinized. External degree programs are one approach to providing recurrent education for adults. Issues related to state regulation, certification and governance are significant obstacles to the viability and expansion of such programs.

EP733312 $9,259 Goodwin

Status Differentiation and the Educational Complex in an Appalachian Community.
INVESTIGATOR Batteau, Allen
ADDRESS Dept. of Anthropology, Chicago, Illinois 60637
Chicago Univ., Ill
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Illinois Congressional District Number 1
GRANT NE-G-00-3-0066
FY73 $9,259 27-Jun-73 TO 30-Sep-75
DESCRIPTORS *Rural Education, *Social Structure
IDENTIFIERS *Appalachia, Educational Expansion, ORG, Understanding Education and Work
Start Date 27 Jun 73 End Date 30 Sep 75

The project is an anthropological investigation of the effects of rapid expansion of the educational system upon the social and economic values, and status system of an isolated rural community (Knottsburg County, Kentucky) in Appalachia. In the past twenty years, great emphasis has been placed upon expansion of the educational system as a means of regional development and occupational mobility. Batteau hypothesizes that the bifurcated status system (between educated and uneducated, 'moderns' and 'back in the hollows') characteristic of the community studied has been exacerbated by the rapid growth of modern 'bureaucratic' organizations such as schools. He suggests that the disjunction between traditional and modern sectors of the community has become more radical in the past twenty years, largely due to the expansion of educational and other modern institutions. If Batteau is correct, educational expansion may have increased the social and economic marginality of rural mountain people by increasing mobility rates for some portions of the community, decreasing the frequency and forms of interaction between 'modern' and 'backward' sectors of the community, increasing disparities in wealth, income and value orientations. One year of field work based in Hindman, Kentucky and surrounding communities. Basic tools involve participant observation, interviews, local surveys and life history analysis, census data and other government records. Career education is largely concerned with socialization, value changes, and of course, the impact of education upon orientations toward work and the economic sector.

EP733313 $6,450 Millsap

Evaluation and Analysis of Satellite Program in School District 21, N.Y.C.
INVESTIGATOR Upshur, Bernard
ADDRESS 275Bay 37th St. Brooklyn, N.Y. 11214
No Affiliation
ORG TYPE Individual
AWARD TYPE COMP
CAN NO 2500402
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
New York Congressional District Number 13
GRANT NE-G-00-3-0207
FY73 $6,450 01-Sep-73 TO 30-Jun-75
DESCRIPTORS *Followup Studies, Individual Counseling, Junior High School Students, *Learning Disabilities, *Program Evaluation, Remedial Instruction, Vocational Counseling
IDENTIFIERS Career Access, ORG
Start Date 1 Sep 73 End Date 30 Jun 75

The study evaluates the effectiveness of four junior high school classes in the Satellite Program The latter is directed toward students who are disruptive and aggressive in the regular classroom, defiant of authority, unable to relate to peers and exhibit severe personality difficulities which lead to learning disabilities Participation in the Satellite Program lasts five (5) months, during which major elements in the treatment are group and individual counseling, vocational counseling, remedial instruction in basic skills, and heavy emphasis upon the use of multi-media materials The key outcome measures in this study are reading, math and self concept Data is also collected on school attendance and guidance counselor ratings The study includes a six month follow-up to assess the durability of program effects Pre and post treatment tests on a sample of 45 randomly selected Satellite Program students A randomly selected control group is also established The key measurement instruments are Metropolitan Achievement Tests in Math and Reading, and Piers-Harris Children's Self-Concept Scale The Satellite Program emphasizes career counseling and training experiences for hard to reach youth Although the study does not isolate the effects of such treatment, it may suggest the utility of providing community learning experiences through schools for disaffected youth

EP733314 $165,500 Stump

Schooling, Training and Experience: Econometric Investigations of Determinants and Returns.

INVESTIGATOR Griliches, Zvi, Freeman, Richard
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Cambridge Massachusetts 02139
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500402 PROPOSAL DATE 1 Apr 73
National Inst of Education (DHEW), Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Education and Work
Massachusetts Congressional District Number 8
GRANT NE-G-00-3-0202
FY73-$165,500 27-Jun-73 TO 31-Aug-76
DESCRIPTORS *Career Education, *Educational Objectives, *Family Influence, *Labor Market Work Experience
IDENTIFIERS *Econometrics, Economic Returns from Education, ORG Understanding Education and Work
Start Date 27 Jun 73 End Date 31 Aug 76

The study focuses upon the effects of work experience and interruptions of schooling upon educational attainment and subsequent labor market success The interaction between family social background, ability, schooling and work experience is examined The major issues are 1 Costs to academic achievement of part-time work and returns from such work experience in terms of subsequent job success 2 Economic costs of interrupted schooling prior to entry into college 3 Economic returns to schooling, differentiated by types of education, age, family and ability factors Analysis of National Longitudinal Survey (Parnes) data on 4 cohorts of young and middle-aged men and women Census data allows matching of family members on educational and occupational factors A major focus of career education is the educational factors which determine getting a job holding it and advancing between jobs Some recent studies suggest, however that education has peripheral impact upon labor market outcomes Griliches and Freeman will help to confirm or disconfirm the wisdom of a career education model predicated upon the economic payoffs from education

EP733315 $3,150 Egermeier

Qualitative Evaluation Training.

INVESTIGATOR Scriven, Michael J
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California Univ, Berkeley
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500602
National Inst of Education (DHEW) Washington D C Office of Dissemination and Resources National Inst of Education (DHEW), Washington D C Research and Development System Support Div
California Congressional District Number 7
GRANT OEG-0-72-4656
FY73-$3,150 04-Jun-73 TO 15-Jan-74
DESCRIPTORS *Educational Programs, *Evaluation, Questionnaires
Start Date 5 Jun 72 End Date 15 Jan 74

Development of intensive training course materials in qualitative educational evaluation Emphasis on individualized materials, and naturalistic examples, evaluation of training program by use of tests, questionnaires and external expert site visits Initial emphasis on training in values analysis and systems effects, distinction between research and evaluation, between monitoring and evaluation, between formative and summative evaluation, and on comprehension of alternative comtemporary approaches to evaluation

EP733317 $28,120 Egermeier

Transfer of Model Training Consortium Program.

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Western Michigan Univ, Kalamazoo
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500602
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources National Inst of Education (DHEW), Washington, D C Research and Development System Support Div
Michigan Congressional District Number 3
GRANT NE-G-00-3-0028
FY73-$28,120 01-Jun-73 TO 31-Aug-74
DESCRIPTORS *Doctoral Programs, *Educational Programs, Evaluation Techniques, Financial Support
IDENTIFIERS Model Training Consortium Program
Start Date 1 Jun 73 End Date 31 Aug 74

The NIE currently is supporting a number of doctoral interns in evaluation at OSU These interns are participants in the NIE-sponsored Model Training Program (MTP) in evaluation However, due to organizational difficulties at OSU, the MTP is being phased out Members of the core staff of the MTP have left OSU, have joined the faculty of WMU, and intend to continue their evaluation work here Consequently, four of the MTP students have firmly indicated their interest in completing their doctoral work at WMU The specific purpose of this proposal is to request that NIE transfer to WMU the funds that they are making available for the support of these four students The four students will be able to continue their study of evaluation theory and practice along the line they were pursuing prior to the decision to terminate the OSU evaluation training program

EP733332 $47,091 Pemberton

Role of the School as a Social System in the Adaptation of Agrarian Migrants to an Urban-Industrial Center in Northern Italy.

INVESTIGATOR Siegel, Bernard S
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Stanford Univ, Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500402
National Inst of Education (DHEW), Washington, D C Office of Research Grants
California Congressional District Number 17
GRANT OEG-0-72-5470
FY73-$47,091 15-Jun-73 TO 31-Aug-74
DESCRIPTORS Cross Cultural Studies, Feedback, Migrant Worker Projects, *Migration Patterns, *School Role, *Social Systems, *Sociocultural Patterns, Vocational Adjustment
IDENTIFIERS C Ed CAN, Northern Italy, ORG
Start Date 15 Jun 73 End Date 31 Aug 74

The study will consist of three parts (1) migrant family systems and patterns of settlement, (2) structure and culture of the classroom and school, and (3) communication congruences or conflict, and feedback between the two settings Adaptation will be thought of as preparation for desired occupational roles and cultural information requisite to successful participation and mobility in urban-industrial society Concern also for the extent to which such adaptation allows for continuity of cultural life styles in the migrant population A sample of migrants will be selected in terms of years of residence and place of origin, also using ethnographic findings of agrarian regions of emigration One elementary and one secondary school will be chosen for

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observation, on the basis of attendance by children of migrants in the sample. Use of intensive interviews, classroom interaction dynamics that elicit teacher-student, parent-child, and peer roles, controls and rewards, and sorting techniques to get at perception and ranking of instrumental activities (Author)

EP733334 $28,955 Duby

Summer of 72 Youth Film/Media Workshop
INVESTIGATOR Reais, Richard
State Univ of New York, Albany Office of the Regents
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500402 PROPOSAL DATE 30 Jun 72
National Inst of Education (DHEW), Washington, D.C. Office of Administration National Inst of Education (DHEW), Washington, D.C. Contracts and Grants Div
New York Congressional District Number 28
GRANT OEG-0-73-5302
FY73 $28,955 30 Jun 72 TO 18 Aug 72
DESCRIPTORS *Disadvantaged Youth, *Minority Groups, Workshops
IDENTIFIERS C Ed Can ORG
Start Date 30 Jun 72 End Date 18 Aug 72

The Film/Media Workshop project took place in the South Bronx area of New York City during the period July 10, 1972 to August 18, 1972. The youth of the area were felt to be deprived both educationally and emotionally. The area itself is a low socioeconomic community consisting mostly of Puerto Rican and Black families. The objective of the project is to broaden communication skills of the individuals involved. The production of video tapes requires the use of language skills including reading, speaking, writing, and an understanding of sound and visual immages. The project also has the aim of raising the aspirations of those involved in a feeling of constructive identity. The project involved having teachers who are video tape experts instruct students in the skills of making tapes and then seeing how well the students perform

EP733337 $722,383 Coward

Evaluation and Documentation, Edgewood Independent School District Experimental Schools
INVESTIGATOR Cervantes, Robert
Development Associates, Inc., Washington, D.C.
ORG TYPE For Profit
AWARD TYPE NCOMP
CAN NO 2500401
National Inst of Education (DHEW), Washington, D.C. Office of Programs National Inst of Education (DHEW), Washington, D.C. Experimental Schools
District of Columbia
CONTRACT OEC-0-72-5309
FY73 $722,383 15 Jun 72 TO 28 Feb 75
DESCRIPTORS *Comprehensive Programs, Documentation, *Educational Programs, *Evaluation, *Experimental Schools
IDENTIFIERS *Edgewood Independent School District
Start Date 15 Jun 72 End Date 28 Feb 75

Evaluation and Documentation of an Experimental Schools Project, a 5-year examination of a comprehensive plan, locally initiated and developed, to improve the quality of education available to a critical mass of students. See Final Plan of Project and Corollary Final Evaluation Plan

EP734000 $125,758 Collins

The Acquisition of Communicative Competence in a Bicultural Setting
INVESTIGATOR McClure, Erica F
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Illinois Univ, Urbana
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 11 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Illinois Congressional District Number 21
GRANT NE-G-00-3-0147
FY73 $125,758 27 Jun 73 TO 31 May 76
DESCRIPTORS Age, *Biculturalism, *Bilingualism, *Child Language, *Communication Skills, Cultural Enrichment, Curriculum Design, Data Collection, Interference (Language Learning), *Linguistics, Mexican Americans, Research, Spanish Speaking
Start Date 27 Jun 73 End Date 31 May 76

Proposed here is a study of the bilingual in process: the child acquiring two languages in a bicultural setting. The two interrelated aspects of the developmental process upon which research will concentrate are (1) recognition of two separate linguistic systems, and (2) occurrence of interference phenomena. The focus will be on Mexican American children between three and seven years of age, the ages between which, for these children of an Illinois town, bilingualism is becoming established. Participant observation will be used to collect data continuously over the two year research period. A set of formal and informal elicitation devices will be employed at three month intervals to ensure the collection of comparable data at regular intervals throughout the period to be studied. It is hoped that the resulting analysis will be of use to the educator in designing curricula for the bilingual child (Author)

EP734003 $4[illegible],744 Wederath

Anglo and Chicano Models for Social and Educational Change in South Texas: A Regional and Community Analysis
INVESTIGATOR Foley, Douglas E. And Others
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Texas Congressional District Number 10
GRANT NE-G-00-3-0117
FY73 $42,744 27 Jun 73 TO 21 Dec 74
DESCRIPTORS *Anglo Americans, Boards of Education, Cocurricular Activities, Comparative Analysis, Cultural Differences, Curriculum Design, Data Analysis, *Educational Change, Educational Environment, Ethnic Studies, Interviews, *Mexican Americans, *Models, Research, School Community Relationship, *Social Change, Values
IDENTIFIERS *Chicanos
Start Date 27 Jun 73 End Date 21 Dec 74

This research project will explore the way one Anglo controlled community and school district is responding to growing pressures from local ethnic groups and from state and national level agencies to change their educational programs for Mexican-Americans. Describing their response includes 1) how they are forming coalitions with local Mexican-Americans for social and educational change, 2) how they are utilizing regional, state, and national resources for such change, 3) how they define Chicano culture, and 4) how they are structuring and using formal education and extra-school programs to transmit their notions of Chicano culture. The analysis of the formal school setting will include a discussion of community-school relations, staff and student value orientations, curriculum programs, extra-curricular activities, and the local school board. This case study will also be placed in the regional context and will be compared to another community where Chicanos control the city and schools and are initiating their own notions of educational reform. On the regional level, changes in the migrant labor situation and in the regional governing bodies that affect the schools will be discussed. In comparing the two communities, the differences in notions of bilingual/bicultural curriculum, migrant programs, Chicano studies, art and literature and teacher training will be discussed. The differences between Anglo and Chicano conceptions of culture and education will be highly informative for reform-minded educators from all races. These cases of communities in the process of social and educational change will also add to our understanding of ethnic culture, social movements, and community organization and power processes. The procedures to be followed in the project include: 1) a year of participant observation in the community and the schools, 2) extensive interviews of community leaders, community residents, teachers and students, 3) collection of existing demographic data on the local and regional level and 4) content analysis of local, regional and school newspapers and of school board and city minutes and written reports. (Author)

EP734005 $37,444 Cohen

Authority and Education.
INVESTIGATOR: Summerfield, Harry L
ADDRESS: Berkeley, California 94704
Wright Inst., Berkeley, Calif
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
California Congressional District Number 7
GRANT: NE-G-00-3-0129
FY74-$37,444 15-Jun-74 TO 31-Aug-76
DESCRIPTORS: Authoritarianism, *Cross Cultural Studies, *Cultural Factors, Culturally Advantaged, *Educational Sociology, Lower Class Students, *School Community Relationship, *Sociology
Start Date 15 Jun 74 End Date 31 Aug 76

This study of culture and authorities in the schools has two major goals: to produce a cross-subcultural enthnography of two different American educational settings (upper-middle class suburban white and lower class urban black elementary schools. The second goal is to make an analytical assessment of the fit between the culture children bring to the schools and the culture the school brings to the child. The results of the study may reveal differences in structural expectations among school settings, and show clearly the pattern of authority relationships in the school setting.

EP734006 $55,091 Jackson

Bilingual Education and Cultural Identity.
INVESTIGATOR: Orvik, James M
ADDRESS: Center for Northern Educational Research, Box 95207, Fairbanks, Alaska 99701 (907)479-7314
Alaska Univ., Fairbanks
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 12 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Alaska Congressional District Number 1
GRANT: NE-G-00-3-0076
FY73-$55,091 27-Jun-73 TO 31-Aug-74
DESCRIPTORS: *Bilingual Education, Bilingualism, *Cultural Background, *Data Collection, Eskimos, Research, School Role, *Self Concept, Testing, Theories
Start Date 27 Jun 73 End Date 31 Aug 74

Research is proposed to gather in-depth information about the cultural effects of bilingual education. Two theoretical issues provide background for the research: the distinction between compound and coordinate bilingualism, and cultural identity formation. The inevitability of some form of bilingual influence virtually on all Alaska natives is stressed and the thesis is advanced that the kind of bilingualism a bill embraces is related to parallel patterns of cultural identity formation. The role of the bilingual classroom in effecting cultural change via language change is proposed for study. Yupik-speaking children in bilingual and traditional classrooms provide the subject pool for the proposed research and tests developed by the principal investigator as part of an earlier limited evaluation design provide the instrumentation. (Author)

EP734014 $28,529 Johnson

Language Acquisition: Some Acoustic and Interactive Aspects of Infancy.
INVESTIGATOR: Zlatin, Marsha Ann; Horii, Yoshiyuki
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Purdue Research Foundation, Lafayette, Ind.
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Indiana Congressional District Number 2
GRANT: NE-G-00-3-0077
FY73-$28,529 01-Sep-73 TO 31-Aug-75
DESCRIPTORS: *Acoustical Environment, Audiovisual Aids, Communication Skills, Computers, *Data Analysis, Early Childhood, *Infant Behavior, *Interaction, Language Development, Research, Speech, Tape Recordings, Teaching Techniques
Start Date 1 Sep 73 End Date 31 Aug 75

Language learning is a dynamic interactive process. Although considerable thought and research efforts have been directed toward the specification of the stages of language acquisition from its inception during early infancy, our knowledge allows for only general descriptions of developmental milestones and not the process of change. With recent advances in instrumentation, such as computer-aided speech analysis, a description of utterance characteristics displayed by the developing infant and his primary caretaker in relation to time demands and data control is more feasible than in the past. The purposes of this proposed investigation are to evolve a description of some acoustic and perceptual attributes of infant vocal-verbal behavior and of the speech directed to children during the first two years of life, to describe some aspects of interaction between the mother and child which foster awareness of the communicative process and to develop a protocol for study and analysis of longitudinal data. The behaviors displayed by infants with normal medical and family histories and their mothers will be scrutinized via audio and video recordings made in sound-controlled conditions at two-week intervals. Interim audio and video recordings made in the home will be employed to examine the reliability of the laboratory observations. A description of temporal and spectral acoustic variables will be accomplished through sophisticated speech analysis techniques. This study would not only serve to further our understanding of the nature of the variables that influence language learning, but could also be applied in the development of teaching protocols designed to enhance communicative behavior in normal and atypical populations. (Author)

EP734015 $81,950 Penney

The Enculturation of the Imaginative Processes between the Ages of Five and Seven Years, and Their Effect upon Classroom Activity.
INVESTIGATOR: Sutton-Smith, Brian
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Columbia Univ., New York, N.Y.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2500601 PROPOSAL DATE: 10 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 20
GRANT: NE-G-00-3-0133
FY73-$81,950 27-Jun-73 TO 30-Jun-76
DESCRIPTORS: *Classroom Techniques, *Cultural Enrichment, Evaluation, *Imagination, Instructional Materials, Learning Activities, Longitudinal Studies, *Preschool Children, Primary Grades, Projects, Sampling, Self Expression, Socialization, *Thought Processes
IDENTIFIERS: *Enculturation
Start Date 27 Jun 73 End Date 30 Jun 76

Little attention has been given to the fact that between four and seven years the range of a child's idiosyncratic expresiveness interacts in its own particular ways with the socializing influences of peer group lore and mass media. The impact of these cojoined or separate phenomena on classroom activity has never been systematically studied. The present project aims to develop techniques for assessing each of these processes (the expressive profile, the structured forms of lore, the mass media content) and to monitor their character and interactions in a longitudinal sample of four to seven year old children. Concurrently their penetration into classroom activity will be metered, and in the third year of the project a training design will be initiated within which one group of teachers will be acquainted with the findings of the first two years. Efforts will be made to maximize assimilation of this material into classroom activity. A final metering across both training and control groups will establish whether the information learned in the first two years and imparted in the third has made a significant impact (Author)

EP734016 $51,000 Collins

A Conceptual Development Model for Amerindian Community Schools.

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Northern Arizona Univ, Flagstaff
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 12 Apr 73
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Multicultural Programs
Arizona Congressional District Number 3
GRANT NE-G-00-3-0118
FY73 $51,000 27-Jun-73 TO 01-Jul-75
DESCRIPTORS Affective Behavior, *American Indians, Child Development, Childhood Attitudes, Cognitive Processes, *Community Schools, *Concept Formation, Cultural Background, Hypothesis Testing, *Models, Psychomotor Skills, Relevance (Education), Research, *Self Concept
Start Date 27 Jun 73 End Date 1 Jul 75

Following up our experiences over the last five years as consultants, teacher-trainers, and evaluators on bicultural bilingual education programs with Navajo, Ute, Lakota Sioux and Cree schools, we propose to extend our research to other Indian cultural, linguistic, and geographical areas. Specifically, we intend to construct a flexible model adaptable and useful to all Indian schools, a model that will give scope and sequence to those psycho-motor, affective, and cognitive concepts seen by native American leaders, elders, parents, school board members, teachers, aides, and students as crucial to the continuation or restoration of sound attitudes of self- and group-identity, of "Indian-ness", which was the major stated goal of Indian theme-setters at the First Annual National Seminar in Indian Education, held in October, 1972. The effects on such attitudes of child- and community-produced, locally initiated, culturally relevant stories, games, legends, child-centered experiences, adapted to pre-reading and reading programs and the ordinary subject areas of school curricula will be studied in differing school and cultural settings. Our hypothesis is that such a model and such materials incorporated into the model will contribute toward significant affective and therefore cognitive healthy growth and change, within a framework of cultural pluralism. Our findings may be significant for the future of community centered schools in both "minority" and dominant cultural areas of this and other countries. (Author)

EP734027 $42,500 Schaffarzick

Legal Authority to Control School Curriculum: An Appraisal of Rights in Conflict.

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AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 11 Apr 73
National Inst of Education (DHEW), Washington, D.C Office of Programs National Inst of Education (DHEW), Washington, D.C Program for Local Problem Solving
New York Congressional District Number 34
GRANT NE-G-00-3-0069
FY73 $42,500 27-Jun-73 TO 30-Jun-75
DESCRIPTORS *Curriculum Design, Data Analysis, Educational Development, Educational Philosophy, Evaluation, *Laws, Politics, *Power Structure, Research, School Systems, *Social Change
Start Date 27 Jun 73 End Date 30 Jun 75

In an age of political and social unrest various political forces are working to influence and control school curriculum. It thus becomes politically and socially salient to ask: Who has how much authority--the state, the local school system, the teacher, the parent, or even the child--to control the curriculum to which the child is exposed? According to what principles are these conflicting claims of authority over the curriculum reconciled? In what ways is the authority structure changing? These are the theee central questions to be addressed in this research. To obtain answers to these questions analysis will be made of U.S. constitutional law as it bears on school curriculum. Additionally, five states will be selected from different geographic areas of the country reflecting different social and political conditions as well as differing traditions with regard to the role of state government in the governance of education. Using an analytical framework developed for these purposes, an assessment will be made of the existing authority patterns within each of these states. Attention will be paid to other states but in less depth. The intended outcome of the research will be an analytical description of the alternative ways states have allocated authority over the curriculum and have attempted to reconcile the conflicting claims for authority. Changes in the authority pattern will be discussed. As assessment of the underlying political, philosophical and educational principles which seem to explain these differing patterns of authority will be undertaken. The benefits of a study of this sort include the elimination of an information gap on recent developments in school curriculum law, the revision of old notions of what school curriculum law entails, the provision of a basis for the discussion of the redesign of this aspect of the governing structure of education, and the laying of a basis for additional studies in school law and politics. (Author)

EP734034 $22,200 Lindquist

Procedural and Substantive Law Governing Students in Secondary Education in Wichita, Kansas, 1973-74.

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 12 Apr 73
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Basic Studies Div
Kansas Congressional District Number 4
GRANT NE-G-00-3-0070
FY73 $22,200 27 Jun 73 TO 31 Aug 74
DESCRIPTORS Administrator Responsibility, *Court Litigation, *Discipline Policy, *Laws, Research, School Systems, *Secondary Education, Secondary School Students, *Social Systems, Student Behavior, Student Responsibility, Teacher Role
IDENTIFIERS *Kansas
Start Date 27 Jun 73 End Date 31 Aug 74

I propose to describe and analyze the system of social control used in the secondary schools in Wichita, Kansas, during the 1973-74 school year. My approach will be to view this system as a judicial system modified to meet the special needs of students, teachers, and school administrators. Disciplinary procedures will be described from the time an incident occurs until the final adjudication of the matter. Procedural levels which may be involved include: 1) building administrator in charge of discipline, 2) Department of Pupil Welfare and Attendance, 3) Wichita Board of Education and, 4) the local courts. This study will include an analysis of Kansas law (both statutory and case law) dealing with the respective rights and responsibilities of students, teachers, and administrators relating to school discipline. After describing the various procedural levels the researcher will analyze the substantive law (i.e., student behavior that is subject to disciplinary action) that the schools are enforcing. In addition, school policy related to constitutional issues such as freedom of expression, freedom of assembly, and search and seizures will be examined. (Author)

EP734035 $67,109 Lindquist

Legal Implications of Compulsory Education.

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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 12 Apr 73
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington, D.C Basic Studies Div

Massachusetts Congressional District Number 8
GRANT NE-G-00-3-0161
FY73 $67,109 27-Jun-73 TO 31-Mar-75
DESCRIPTORS *Attendance, Bibliographies, Comparative Analysis, *Computer Programs, *Data Analysis, Data Collection, *Educational Legislation, Laws, Parent Child Relationship, Projects, Research
IDENTIFIERS *Compulsory Education
Start Date 27 Jun 73 End Date 31 Mar 75

A movement is growing around the nation which questions the desirability of universal compulsory school attendance. This movement is reflected in aspects of the burgeoning "alternative school" phenomenon and in other societal pressures on the traditional compulsory education system. The proposed research project would assess the likely legal ramifications of any substantial modification, including the possibility of outright repeal, of the laws requiring compulsory attendance. The project would assess the relationship of compulsory attendance laws to the overall legal status of childhood. The project would analyze the interdependencies between compulsory education statutes and state and federal child labor laws. The research would explore the interconnections between compulsory education and the legal aspects of the parent-child relationship. The research would explore the extent to which it is possible to gauge the dependence of the present educational system upon continued legal compulstion. The procedures to be utilized in the research include computer searches, field interviews, traditional statutory and case law analysis, court records investigation, historical materials research, and statistical data compilation. A bibliography of everything which has been written in this country during this century concerning legal aspects of compulsory education will be prepared. The project will include the compilation and analysis of all compulsory education statutes of every American jurisdiction. The project will include the compilation and analysis of all child labor legislation of every American jurisdiction to the extent it is relevant to compulsory education. The project will include a limited amount of comparative analysis of foreign national compulsory education legislation to place the peculiarities of the American system in context. The project will investigate the legal aspects of issues closely related to the compulsory education requirement such as the "right to education" and the accreditation of non-public schools. The project will result in publishable materials which analyze in a comprehensive fashion all the legal issues concerning compulsory education. (Author)

EP734040 $179,457 Lindquist

Student Classification and the Law.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Pennsylvania Congressional District Number 1
GRANT NE-G-00-3-0192
FY73 $179,457 27-Jun-73 TO 30-Jun-76
DESCRIPTORS *Classification, *Court Litigation, Educational Change, Educational Legislation, Interviews, *Laws, Observation, Policy Formation, School Systems, *Standards, Statistical Analysis, Surveys
Start Date 27 Jun 73 End Date 30 Jun 76

The classification of students in various groupings has only begun to receive judicial and legislative attention. Recent decisions, as well as legislative action, have identified a school sorting system which is too often inflexible, hurtful to poor students, and premised on questionable pedagogical assumptions. Yet we know little about the effect of the new procedural and substantive requirements on schools and children. We propose to consider the impact of these decisions—and more generally, the potential use of legal constraints and incentives—on student classification. We will examine their effect in three locations where important legal reforms have been instituted. Through a variety of techniques—structured interviews and observation, unobtrusive measures, and statistical surveys—we hope to learn how the classification operates. We will also develop a series of alternative procedural models and logically test their effects against what we learn in the field. Ultimately, we hope to gain an understanding of the nature and amount of change which has resulted from the reforms under study. That understanding should provide a basis for sound public policy recommendations. In particular, it can provide an indication of what we can reasonably expect from legally imposed reform, as well as suggest at least the necessary conditions for achieving it. In addition, it can provide clues as to the likely consequences of adopting new procedural models. (Author)

EP734042 $147,704 Carol

Legal Accountability of Public School Educators for Providing a Minimum Standard of Professional Services.
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ORG TYPE College/University
AWARD TYPE COMP
CAN [illegible] 2500601 PROPOSAL DATE 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Illinois Congressional District Number 1
GRANT NE-G-00-3-0145
FY73 $147,704 27-Jun-73 TO 31-Jul-76
DESCRIPTORS Administrator Role, Data Analysis, *Educational Accountability, Educational Theories, *Laws, Problem Solving, *Professional Services, Projects, *Public Schools, Standards, Task Performance, Teacher Role
Start Date 27 Jun 73 End Date 31 Jul 76

The purposes of the project are to analyze alternative approaches to holding public school educators legally accountable to minimum standards of professional performance, to develop a legal-pedagogical strategy to achieve such accountability, and to discover what the problems and the consequences are of attempting to implement that strategy. The justification for this project is based on the following premises: (1) Certain minimum standards of adequate performance for professional educators can be determined. (2) Public school educators, at least in large cities, are not being held accountable for adherence to professional standards. (3) Public school educators can be held accountable in the courts for conducting their educational functions in a manner unreasonably below minimum professional standards of adequate performance. The recognition of such a legal duty may be based on several alternative, and as yet untested, legal theories, which when advanced in individual cases with the support of educational research findings may create valuable new precedents in the law of public education. In addition to developing judicially enforceable legal theories of accountability, the project will also study the possibilities of achieving accountability for professional performance through legislation, agency regulations, and voluntary guidelines. Whether or not courts in fact adopt the theories developed in the project, the joint efforts of the project's attorney and educator to research and analyze the legal and pedagogical issues involved in attempting to achieve legal accountability for educational performance should result in new insights into the basic questions of what is and should be the relation of the law to the operation of the public schools. (Author)

EP734043 $65,000 Lindquist

The Effect of Graduate Education on Values and Reasoning Modes of Law and Selected Other Graduate Students.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Illinois Congressional District Number 7
GRANT NE-G-00-3-0071
FY73 $65,000 01-Jul-73 TO 31-Aug-76
DESCRIPTORS *Graduate Students, *Graduate Study, *Laws, Law Schools, *Logic, Models, Professional Education, Research, Socialization, *Values

Start Date 1 Jul 73 End Date 31 Aug 76

We propose to examine two primary aspects of professional and graduate education (1) the effect of such education on the value systems of professional and graduate students (professional socialization) (2) the effect of such education on analytical skills and reasoning systems of professional and graduate students The research will focus on legal education and law students because of the law school's unique pedagogical aspiration and methodology but the information gained along with the concurrent research on other professional and graduate students should provide insights for other educational areas where the end product of long-term specialized training is the development of a model professional The research will build on the results and methodology of the Thielens study of 1952-56 Columbia University Law School students (Published under the title The Socialization of Law Students, by Dr W P Thielens, Jr oavailable from Univ Microfilms Ann Arbor, Mich O) The Thielens research produced information on the acquisition of professional values (inter alia) which we shall pursue In addition, however, the proposed research will analyze the acquisition of occupational skills under like techniques Though the earlier Thielens study rested on law students at one law school, the proposed research shall include all six Chicago law schools as well as other professional and graduate schools in Chicago Thus the proposed research will trace the development of the entering Fall 1973 classes in law and other disciplines from two perspectives (1) effects of that education on value systems (2) effects of that education on analytical skills and reasoning systems The chief aim of the researchers is measurement of the extent to which the subject law students' study of the legal process affects reasoning modes after the design of Dr Thielens, the research will entail discernment of the law and other students' 'preference values' (tastes attractions, desires), and 'normative values' (legitimate, right, proper) at selected stages of the students' professional and graduate study The emphasis on reasoning values and modes of law students arises from increasing and already extensive concern within and without the legal profession about the appropriate duration and methods of legal education The researchers anticipate producing significant data for such crucial questions regarding legal education as well as for other graduate and professional education systems In addition, we hope to produce information of significance about the relationship of the methodology of legal education and the learning process which may be of use for education generally (Author)

EP734044 $69 110 Lipman-Blumen

Chapter 622: Massachusetts Law, Women and Vocational Education.
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Organization for Social and Technical Innovation Newton, Mass
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2600601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington, D C Women Studies Program
Massachusetts Congressional District Number 4
GRANT NE-G-00-3-0046
FY73 $69 110 01-Jul-73 TO 30 Nov 74
DESCRIPTORS *Case Studies (Education), Data Collection Educational Legislation, *Females Interaction *Laws, Public Schools, School Systems, Vocational Education
IDENTIFIERS *Massachusetts
Start Date 1 Jul 73 End Date 30 Nov 74

We are proposing to examine the interaction between a state law and an educational system in order to learn more about the dynamics of the relationship between the two The law in which we are interested is one which enlarges educational opportunities for girls attending public schools in Massachusetts, and the particular educational system to be considered is that of vocational education Our planned procedure is to collect the data needed to enable us to describe the environment in which the law was enacted, the structure which it was intended to affect and the response which it in fact elicited, all through the medium of a case history We expect such a case history to be useful as a teaching tool for students of the legislative process, particularly those concerned with the relationship between laws and schools; as a guide to future designers of educational legislation and as a source of information about the status of vocational educational opportunities for girls and women including the potential for improving these through lawmaking efforts (Author)

EP734047 $53 337 Lindquist

A National Study of State Constitutionally Mandated Education Standards and their Relationship to the Equitable Efficient and Effective Provision of Public Education.
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Lawyers Committee for Civil Rights Under Law, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW), Washington D C Basic Studies Div
District of Columbia
GRANT NE-G-00-3-0044
FY73 $53,337 27-Jun-73 TO 30 Sep 74
DESCRIPTORS Classification, *Correlation, *Court Litigation, Data Analysis, Data Collection, Educational Change, Guidance, *National Surveys, *Public Education, Research, School Systems, *Standards, State Government, State Standards
Start Date 27 Jun 73 End Date 30 Sep 74

Recent court decisions have sensitized citizens and legislators to the glaring need for reform of current state systems used to raise and allocate public school resources Effective reform of these systems will require an understanding of the range of various improvements that can be made to these systems as well as an appreciation of applicable constitutional and legal requirements that may circumscribe the adoption of certain improvements To facilitate this task the Lawyers' Committee for Civil Rights Under Law proposes a research project that will undertake two studies The first study will collect and categorize for each of the fifty states both the constitutional provisions relating to the provision of educational services and the legislative and administrative interpretations given those constitutional provisions The second study will be an in-depth analysis of selected states in order to provide examples of how state constitutional provisions and their formal interpretations have been employed to define standards and criteria for the allocation and use of educational resources These two studies, if disseminated, could immeasurably assist state legislators in reforming inequitable, inefficient and ineffective systems of school finance Research will be conducted by one full-time attorney under the supervision of two staff attorneys from the Lawyers' Committee's School Finance Project Additional manpower will be provided by law students and volunteer assistance Guidance will be given periodically to the study by a carefully selected advisory panel composed of nationally recognized experts on law and school finance (Author)

EP734048 $99 637 Lindquist

A Study of Educational Resource Allocation in a Major Urban School District: The Case of Washington, D.C.
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District of Columbia Citizens for Better Public Education Inc, Washington, D C
ORG TYPE State Local Education Agency
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 13 Apr 73
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW), Washington, D C Teaching and Curriculum Div
District of Columbia
GRANT NE-G-00-3-0201
FY73 $99 637 27 Jun 73 TO 30 Jun 74
DESCRIPTORS *Case Studies (Education), *Court Litigation, Equalization Aid Interviews Parent Attitudes *Public Schools Research *Resource Allocations School Districts *Urban Schools
IDENTIFIERS *District of Columbia
Start Date 27 Jun 73 End Date 30 Jun 74

This study will explore the impact on public school operations of judicially and legislatively mandated intradistrict equalization of educational resources The effects of three recent court orders - Hobson (1967 and 1971) and Mills (1972) on Washington, D C Public Schools will be examined in detail because of their important implications for other urban districts, several of which are subject to similar pending litigation This study will include (a) legal analyses of the historical background, facts, reasoning, and effects of the court decisions, (b) analysis of the impact of the decisions and the responses of the Board of Education on the attitudes, behavior and interaction of parents, students, teachers, principals and other key figures in the Washington, D C school system, and on the District's educational programs, (c) review of various resource allocation alternatives and analyses of projected effects of their application to equalization in the District's public schools, and (d) a summary, and implications for the national and local scene. Participating organizations are (1) D C Citizens for Better Public Education Inc (2) Syracuse University Research Corporation, with cooperation from the Maxwell School, and (3) the Lawyers Committee for Civil Rights Under Law, each will have primary responsibility for one or more of these tasks Procedures will involve legal analyses, individual and group interviews, qualitative and quantitative studies of elements of the educational environment, and computer simulations of resource allocation alternatives (Author)

EP734054 $80,000 Herman

Legal History of American Colleges and Universities.
INVESTIGATOR Herbst, Jurgen
ADDRESS School of Education, 750 University Ave, Madison, Wisc 53706 (608)262-1760
Wisconsin Univ, Madison
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2500601 PROPOSAL DATE 2 Apr 73
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
Wisconsin Congressional District Number 2
GRANT NE-G-00-3-0045
FY73 $80,000 27 Jun 73 TO 31 Aug 76
DESCRIPTORS *Colleges, Court Litigation, Data Analysis, Educational Development, *Educational History, *Higher Education, *Laws, Projects, State Government, *Universities
Start Date 27 Jun 73 End Date 31 Aug 76

The study here proposed is the legal history of American colleges and universities This history is intended to be an analysis of the status in law of American institutions of higher education, as this status has changed from the founding of Harvard College in 1636 to the present day The research will be based on documentary evidence found in college charters and statutes, in the minutes of boards of trustees, governors, visitors, and faculties, in the papers of presidents and professors, in the files of the legislative and executive branches of colonial and state governments, and in the archives of state and federal courts The project is of contemporary as well as historical significance in that it will provide a comprehensive, detailed analysis of legal precedent of the status in law of American institutions of higher education [illegible] of their relationship to governments and the courts [illegible] past up to the present day The research is basically historical in nature In its final stage it intends to fuse into a unified whole a narrative of developments with an analysis of the issues The final manuscript will provide a reference source for historians, lawyers, and persons interested in higher education There is no such comprehensive legal history available in print at the present time (Author)

EP734056 $64,550 Bachr h

Publisher's Alert Service Survey
INVESTIGATOR Collins, Thomas
ADDRESS Systems Development Corp, 2500 Colorado Ave, Santa Monica, California
System Development Corp, Santa Monica, Calif
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO B007150 PROPOSAL DATE 73
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
California Congressional District Number 28
CONTRACT NE-C-00-3-0300
FY73 $40,435 30-Jun-73 TO 29-Jun-74
FY74 $24,115 30-Jun-74 TO 29-Jun-75
DESCRIPTORS *Information Utilization, *Material Development, *Publications, *Resource M[illegible]
Start Date 30 Jun 73 End Date 29 Jun 75

This project fulfills the requirement of the Office of Research and Development Dissemination for preparation of manuscripts and camera ready copies for Publishers Alert Service (PAS) announcements and a survey to determine effectiveness of the PAS announcements Appromately 500 publishers and developers will be surveyed to conduct this evaluation and to determine how PAS might be improved

EP734058 $805,470 Scott

Institutional Management for Accountability and Renewal.
INVESTIGATOR Blanton, Harry
ADDRESS National Laboratory for Higher Education, Mutual Plaza, Durham, North Carolina, 27701
National Lab for Higher Education, Durham, N C
ORG TYPE Not For Profit
AWARD TYPE CONT
CAN NO B4005154 PROPOSAL DATE 73
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Policy Studies Div
North Carolina Congressional District Number 4
CONTRACT NE-C-00-3-0071
FY73 $309,500 01 Mar 73 TO 30 Nov 73,
FY74 $495,970 01 Dec 73 TO 31 Aug 74
DESCRIPTORS *Curriculum Development, Higher Education, *Management Education, Negro Colleges, *School Supervision
IDENTIFIERS *Accountable Learning Systems
Start Date 1 Mar 73 End Date 31 Aug 74

The Institutional Management for Accountability and Renewal (IMAR) Program is designed to provide small four year colleges, two year colleges, and Black college with the skills and instruments they need to take a systematic, comprehensive and coordinated approach to management, administration, instruction and curriculum IMAR is intended to equip administrators and faculty with the skills they need to respond efficiently, and effectively to continuing demands for change, data based and participatory decision making, and to demands for accountability and instructional preformance (Author)

EP734065 $184,476 O'Malley

Home Visiting with Mothers of Toddlers and Siblings.
INVESTIGATOR Gray, Susan
ADDRESS P O Box 163, Nashville, Tenn 37203 (615)327-8285
George Peabody Coll for Teachers, Nashville, Tenn
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2500301
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
Tennessee Congressional District Number 5
CONTRACT NE-C-00-3-0261
FY73 $84,087 01 Mar 73 TO 30 Nov 75,
FY74 $100,389 01 Dec 73 TO 30 Nov 75
DESCRIPTORS *Environmental Influences, *Home Visits, *Infant Behavior, *Low Income Groups, Mothers, Parent Child Relationship, Parent Role, Performance, Program Planning
IDENTIFIERS Early Learning, Essential Skills, Formerly combined with 733223
Start Date 1 Mar 73 End Date 30 Nov 75

The present research will shed light on the development of group status and explore the relationship of status comprehension to other developmental phenomena Age groups range from nursery school to the third grade During the FY 74 contract year final analyses and integration will be made of observations executed in three different subgroups Ethiopian, Swiss, and American The purpose of these analyses is to explore the generality of findings across different cultural groups and environmental situations Children are observed in both playground and school situations. The research investigates (1) the child's ability to articulate his position vis a vis his peers re: toughness on smartness and (2) the match between expressed position and observed position in cooperative or competitive situations. Research so far has uncovered several interesting trends. (1) Development tends to be different for boys than girls and girl's development requires further investigation. (2) Boys tend to overrate their hierarchical position when questioned, i.e. boys tend to rate themselves higher than others may. (3) Within sex rather than cross sex friendships tend to predominate, i.e. boys make friends with other boys before they make friends with girls. (4) The development of the ability to articulate ones position in a group tends to appear at about the same time as the ability to order objects by dimensions such as height. (Author)

EP734066 $18,000 Egermeier

Management Development for Internship Training Programs in Educational Research, Development, Dissemination and Evaluation.
INVESTIGATOR: Rosenoff, Wayne F.
ADDRESS: 1 Garden Circle, Hotel Claremont, Berkeley, Calif 94705. (415) 841-6950
Far West Lab. for Educational Research and Development, Berkeley, Calif
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
California Congressional District Number 7
GRANT: OEG-0-72-1420
FY72-$18,000 15-Mar-72 TO 31-Jul-73
DESCRIPTORS: Educational Research, Information Dissemination, *Internship Programs, *Management Education, Program Evaluation
IDENTIFIERS: Researcher Training
Start Date 15 Mar 72 End Date 31 Jul 73

No NIE Funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734068 $79,638 Egermeier

Formative and Summative Evaluation of the FEHR-Practicum Training Module.
INVESTIGATOR: Collet, LeVerne
ADDRESS: 260 Research Administration Building, Ann Arbor, Michigan 48103. (313) 764-8435
Michigan Univ., Ann Arbor
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: 2002720
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
Michigan Congressional District Number 2
GRANT: OEG-0-72-0529
FY72-$79,638 10-Jun-72 TO 30-Jun-73
DESCRIPTORS: *Formative Evaluation, *Practicums, *Summative Evaluation, *Training Techniques
IDENTIFIERS: Researcher Training
Start Date 10 Jan 72 End Date 30 Jun 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734069 $39,981 Egermeier

A Proposal to Design and Test a Specialized Program Model for Educational Planning.
INVESTIGATOR: Barus, David N.
ADDRESS: Division of Research, Planning and Evaluation, Office of Planning, 225 West State Street, Trenton, New Jersey 08625. (609) 292-7600
New Jersey State Dept. of Education, Trenton
ORG TYPE: State /Local Education Agency
AWARD TYPE: NCOMP
CAN NO: 22002720
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
New Jersey Congressional District Number 4
GRANT: OEG-0-72-1785
FY72-$39,981 01-Apr-72 TO 30-Sep-73
DESCRIPTORS: *Educational Planning, *Models, *Program Design, *Program Evaluation
IDENTIFIERS: Researcher Training
Start Date 1 Apr 72 End Date 30 Sep 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734071 $99,886 Egermeier

A Model Program for Training Personnel to Develop Solutions to Major Educational Problems in the Indian and Mexican American Communities.
INVESTIGATOR: Hale, James A.
ADDRESS: College of Education, Dept. of Education Administration, Albuquerque, N. M. 87106. (505) 277-4533
New Mexico Univ., Albuquerque
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: 2002720
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
New Mexico Congressional District Number 1
GRANT: OEG-0-72-1586
FY72-$99,886 01-Apr-72 TO 30-Jun-73
DESCRIPTORS: *American Indians, Bilingual Education, *Educational Problems, Ethnic Groups, *Mexican Americans, Models, *Problem Solving
IDENTIFIERS: Researcher Training
Start Date 1 Apr 72 End Date 30 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734073 $16,328 Goebel

College Admission and Financial Aid Policies as Revealed by Institutional Practices.
INVESTIGATOR: Miller, Leonard S.
ADDRESS: 118 California Hall, Berkeley, California 94720. (415) 642-0556
California Univ., Berkeley
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2002794
National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
National Inst. of Education (DHEW), Washington, D.C. Office of Research
California Congressional District Number 7
GRANT: OEG-0-72-4887
FY72-$16,328 15-Jun-72 TO 31-Dec-73
DESCRIPTORS: *College Admission, *Educational Practice, *Financial Support, *Institutional Administration
IDENTIFIERS: Field Initiated Studies
Start Date 15 Jun 72 End Date 30 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734074 $48,252 Goebel

Factor Cost Differences: Educational Equality and Funding Decisions in Public Education.
INVESTIGATOR: Clement, Meredith O.
ADDRESS: Dept. of Economics, Hanover, N. H. 03755. (603) 646-2945
Dartmouth Coll., Hanover, N.H.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 2002794
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New Hampshire Congressional District Number 2
GRANT: OEG-0-72-3580
FY72-$48,252 15-Jun-72 TO 31-Mar-74

DESCRIPTORS: *Costs, *Educational Equality, *Educational Finance, *Public Education
IDENTIFIERS: Field Initiated Studies
Start Date 15 Jun 72 End Date 30 Sep 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734075 $74,757 Goebel

A Model of Resource Allocation in Systems of Higher Education.
INVESTIGATOR: Attiyeh, Richard E.
ADDRESS: P. O. Box 109, Lajolla, Calif. 92037, (714) 453 2000
California Univ., La Jolla
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO. 2002794
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
California Congressional District Number 35
GRANT: OEG-0-72-2556
FY72 $74,757 16-Apr-72 TO 30-Feb-74
DESCRIPTORS: *Educational Resources, *Higher Education, *Models, *Resource Allocations
IDENTIFIERS: Field Initiated Studies
Start Date 16 Apr 72 End Date 30 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734076 $20,791 Carnet

Innovation in Large-City High Schools.
INVESTIGATOR: Davison, Phillips W.
ADDRESS: Box 205, Low Memorial Library, New York, N. Y. 10027, (212) 280-3023
Columbia Univ., New York, N.Y.
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO. 2002793
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
New York Congressional District Number 20
GRANT: OEG-0-72-1611
FY72 $20,791 01-Feb-72 TO 31-Oct-74
DESCRIPTORS: *Educational Innovation, *High Schools, Secondary Grades, *Urban Schools
IDENTIFIERS: Field Initiated Studies
Start Date 1 Feb 72 End Date 31 Oct 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734079 $8,879 Duby

Project TOTAL–To Teach All: A Research Proposal for Developing a Model to Identify Unmet Needs in Urban Disadvantaged Youth.
INVESTIGATOR: Coyle, H. F., Jr.
ADDRESS: Center for Urban Studies, Akron Ohio 44304
Akron Univ., Ohio
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO. 2052711
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
Ohio Congressional District Number 14
GRANT: OEG-5-72-0048(509)
FY72 $8,879 01-May-72 TO 30-Nov-73
DESCRIPTORS: *Disadvantaged Youth, *Educational Needs, *Models, *Urban Youth
IDENTIFIERS: Field Initiated Studies, Project TOTAL
Start Date 1 May 72 End Date 30 Nov 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734081 $29,968

Learning Strategy in Children: Imposed and Induced.
INVESTIGATOR: Bean, Joan P.
ADDRESS: University of Mass., Amherst, Mass. 01002, (413) 545-0083
Massachusetts Univ., Amherst
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO. 2002793
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Massachusetts Congressional District Number 1
GRANT: OEG-0-72-1610
FY72 $29,968 01-Jun-72 TO 30-Nov-74
DESCRIPTORS: *Early Childhood, *Learning Processes
IDENTIFIERS: Field Initiated Studies
Start Date 1 Jun 72 End Date 30 Nov 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734083 $9,586 Duby

The Federal Policy Process for Educational Decision Making.
INVESTIGATOR: Summerfield, Harry L.
ADDRESS: 33 Gilmer Street, Atlanta, Georgia 30309
Georgia State Univ., Atlanta
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO. 2042711
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
Georgia Congressional District Number 5
GRANT: OEG-4-72-0009
FY72 $9,586 01-Dec-71 TO 30-Sep-73
DESCRIPTORS: *Decision Making, *Federal Government, *Policy Formation
IDENTIFIERS: Field Initiated Studies
Start Date 1 Dec 71 End Date 30 Sep 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734089 $12,995 Beezer

School Administration and Pupil Achievement.
INVESTIGATOR: Anderson, Barry D.
ADDRESS: Skinker and Lindell Boulevard, St. Louis, Missouri 63130, (314) 863-0100
Washington Univ., St. Louis, Mo.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO. 2002703
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Missouri Congressional District Number 1
GRANT: OEG-7-71-0026(508)
FY71 $12,995 01-Jun-71 TO 31-May-74
DESCRIPTORS: *Academic Achievement, *School Administration
IDENTIFIERS: Field Initiated Studies
Start Date 1 Jun 71 End Date 31 May 74

No NIE funds, only OEfunds. The project was transferred to NIE to administer until close out.

EP734092 Duby

The Effect of Socioeconomic Levels; Selected Education Factors in Puerto Rico. Consequent Academic Achievement.
INVESTIGATOR: Bangdiwala, Ishver S.
ADDRESS: Rio Piedras Campus, Rio Piedras, P. R. 00931, (809) 764-0000
Puerto Rico Univ., Rio Piedras
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO. 2022711
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW),

BEST COPY AVAILABLE

PROJECT RESUMES

Washington, D.C. Contracts and Grants Div
Puerto Rico Congressional District Number 1
GRANT OEG-2-2-2-B017
FY72-$9,742 01-Apr-72 TO 30-Jun-74
DESCRIPTORS *Academic Achievement, *Low Achievement Factors, Performance Factors, *Socioeconomic Influences, Socioeconomic Status, Success Factors
IDENTIFIERS Field Initiated Studies, Puerto Rico
Start Date 1 Apr 72 End Date 30 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734093 $9,550 Duby

Factors Affecting the Use of Management Information Systems in Selected Universities.
INVESTIGATOR Candido A. deLeon
ADDRESS Hostos Community College, Bronx, N.Y.
City Univ. of New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2022711
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
New York Congressional District Number 17
GRANT OEG-2-2-2-B008
FY72-$9,550 13-Feb-72 TO 01-Jan-74
DESCRIPTORS Information Utilization, *Management Information Systems, *University Administration, Use Studies
IDENTIFIERS Field Initiated Studies
Start Date 13 Feb 72 End Date 1 Jan 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734094 $12,246 Duby

A Study of the Relationship Between Verbalization (Including Semantics) and Deeper Cognitive Skills in Learning in Complex Tasks.
INVESTIGATOR Gladwin, Hugh
ADDRESS 4339 California Street, San Francisco, California 94118 (415) 327-3189
Scientific Analysis Corp., San Francisco, Calif.
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 2-2002793
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
California Congressional District Number 7
GRANT OEG-0-72-1879
FY72-$12,246 01-Jun-72 TO 31-Nov-73
DESCRIPTORS *Cognitive Processes, *Learning Processes, Semantics, *Task Performance, *Verbal Learning
IDENTIFIERS Field Initiated Studies, Verbalization
Start Date 1 Jun 72 End Date 31 Nov 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734095 $6,619 Pemberton

Socializing and Sex Roles: A Developmental Process for Parents, Teachers and Children in a Group Care Setting.
INVESTIGATOR Shaw, Nancy S.
ADDRESS 50 Stearn Road, Brookline, Mass. 02146 (617) 731-3659
Brookline Children's Center, Mass.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 2012711
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Massachusetts Congressional District Number 4
GRANT OEG-1-72-0016(509)
FY72-$6,619 01-May-72 TO 31-Mar-74
DESCRIPTORS *Child Care, Child Development, Day Care Programs, *Parent Participation, *Role Perception, *Sex Discrimination, *Socialization
IDENTIFIERS Field Initiated Studies, Sex Roles
Start Date 1 May 72 End Date 31 Mar 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734098 $57,472 Duby

A Statistical Survey of Universities in the West.
INVESTIGATOR McLachlan
ADDRESS Princeton, New Jersey 08540
Princeton Univ., N.J.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2002703
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
New Jersey Congressional District Number 4
GRANT OEG-0-71-2733
FY71-$57,472 01-Apr-71 TO 30-Jun-73
DESCRIPTORS *Statistical Surveys, *Universities
IDENTIFIERS Field Initiated Studies, Western States
Start Date 1 Apr 71 End Date 30 Jun 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734099 $87,073 Pemberton

Cultural Variation in the Development of Learning Strategies.
INVESTIGATOR Cole, Michael
ADDRESS 66th St. and York Avenue, New York, N.Y. 10021
Rockefeller Univ., New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2002703
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
New York Congressional District Number 31
GRANT OEG-0-71-1695
FY71-$87,073 01-Apr-71 TO 06-Jun-73
DESCRIPTORS *Cultural Differences, *Learning Characteristics, *Learning Processes
IDENTIFIERS Field Initiated Studies, *Learning Strategies
Start Date 1 Apr 71 End Date 6 Jun 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734101 $150,000 Collins

Dropping Out in New Jersey: Determinants of Educational Attainment Among Puerto Rican Youth.
INVESTIGATOR Alicea, Victor G.
ADDRESS 1519 Connecticut Ave., N.W., Washington, D.C. 20036 (202) 667-7940
Puerto Rican Research and Resources Center, Washington, D.C.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 2-2002795
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
District of Columbia
GRANT OEG-0-72-4639
FY72-$150,000 15-Jun-72 TO 15-Feb-75
DESCRIPTORS *Dropout Research, *Puerto Ricans, Urban Dropouts
IDENTIFIERS Field Initiated Studies, New Jersey
Start Date 15 Jun 72 End Date 15 Feb 75

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734104 $212,288

Learning a Standard English.
INVESTIGATOR Marreau
ADDRESS 1640 East 78th St., Minneapolis, Minnesota 55423
Central Midwestern Regional Educational Lab., Inc., Minneapolis, Minn.
ORG TYPE Not For Profit
AWARD TYPE NCOMP

CAN NO 3-2500302
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Minnesota Congressional District Number 5
GRANT OEG-0-71-3623
FY71-$212,288 01-Jun-71 TO 01-Sep-73
DESCRIPTORS English, *English Education, Language Fluency, Language Learning Levels, Language Standardization, *Standard Spoken Usage
IDENTIFIERS Field Initiated Studies
Start Date 1 Jun 71 End Date 1 Sep 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734105 $8,183 Duby

Relationships Between Preservice Instruction in Flanders Interaction Analysis and Classroom Teaching Patterns.
INVESTIGATOR Smith, Eldon C
ADDRESS Peru, Nebraska 68421 (402) 872-3815
Peru State Univ., Nebr.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2072711
National Inst. of Education (DHEW), Washington, D.C. Office of Administration.National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div.
Nebraska Congressional District Number 1
CONTRACT OEC-6-71-0521
FY71-$8,183 01-Jun-71 TO 30-Sep-73
DESCRIPTORS Classroom Research, *Interaction Process Analysis, *Preservice Education, *Teacher Behavior, Teacher Education, *Teaching Procedures
IDENTIFIERS Field Initiated Studies, Flanders Interaction Analysis
Start Date 1 Jun 71 End Date 30 Sep 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734106 $115,834

Effects of Secondary Rewards on Children's Expectancies, Choice Behavior, Attention and Symbolic Processes.
INVESTIGATOR Nunnally, Jim C
ADDRESS Kirkland Hall, Nashville, Tennessee 37203 (615) 322-2874
Vanderbilt Univ., Nashville, Tenn.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2002703
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Tennessee Congressional District Number 5
GRANT OEG-4-71-0051
FY71-$115,834 01-Jun-71 TO 31-Dec-74
DESCRIPTORS *Abstract Reasoning, *Attention, *Behavior Patterns, Children, Cognitive Processes, *Expectation, Positive Reinforcement, *Rewards, Symbolism
IDENTIFIERS Field Initiated Studies
Start Date 1 Jun 71 End Date 31 Dec 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734107 $37,587 Moles

A Study of Children's Aggression in Six Cultures.
INVESTIGATOR Lambert, William
ADDRESS Office of Academic Funding, Ithaca, N.Y. 14850, (607)256-1000
Cornell Univ., Ithaca, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2012711
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 27
GRANT OEG-0-70-2743-508
FY73-$37,587 15-Sep-73 TO 31-Aug-74
DESCRIPTORS *Aggression, *Childhood Attitudes, *Cultural Differences
Start Date 1 Feb 70 End Date 31 Aug 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734108 $50,788 Breedlove

Leadership Factors Influencing the Performance of Educational Institutions.
INVESTIGATOR Fiedler, Fred
ADDRESS Organizational Research, Seattle, Washington 98105, (206)543-2100
Washington Univ., Seattle
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 2002793
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Wasnington Congressional District Numuer 1
GRANT OEG-0-72-2558
FY72-$50,788 01-Mar-72 TO 31-Dec-74
DESCRIPTORS *Institutional Administration, *Leadership, *Performance Factors
Start Date 1 Mar 72 End Date 31 Dec 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734115 $1,275 Pemberton

Development and Decline of Infant Education in Early Nineteenth Century Massachusetts.
INVESTIGATOR May, Dean L
ADDRESS Dept. of History, Providence, R.I. 02912
Brown Univ., Providence, R.I.
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Rhode Island Congressional District Number 1
GRANT OEG-1-72-0006
FY72-$1,275 15-Nov-71 TO 15-May-73
DESCRIPTORS *Early Childhood Education, *Educational History, *Historical Reviews, United States History
IDENTIFIERS Field Initiated Studies
Start Date 15 Nov 71 End Date 15 May 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734118 $6,650 Pemberton

Development of a Curriculum Unit for Secondary School Students in Cross-Cultural Approaches to the Study of American Indian and European-American Ethnohistory.
INVESTIGATOR Deetz, James
ADDRESS Box 1620, Plymouth, Mass. 02360
Plymouth Plantation, Mass.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Massachusetts Congressional District Number 12
GRANT OEG-1-72-0021
FY72-$6,650 30-Jun-72 TO 30-Dec-73
DESCRIPTORS *American Indians, *Cross Cultural Studies, Cultural Background, *Curriculum Development, Ethnic Groups, *Ethnic Origins, Ethnic Studies, Ethnology, *Secondary School Students, United States History
IDENTIFIERS *Ethnohistory, Field Initiated Studies
Start Date 30 Jun 72 End Date 30 Dec 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734120 $2,225 Duby

An Analysis of the Oral Language Patterns of Black Inner City Elementary School Children.
INVESTIGATOR Wardeberg, Helen
ADDRESS College of Agriculture, Dept. of Education, Stone Hall, Ithaca, N.Y. 14850, (607)256-1000
Cornell Univ., Ithaca, N.Y.
ORG TYPE College/University
AWARD TYPE COMP

National Inst. of Education (DHEW), Washington, D.C. Office of Administration.National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
New York Congressional District Number 33
GRANT OEG-2-2-2B027
FY72 $2,225 01-Feb-72 TO 31-Jan-73
DESCRIPTORS *Discourse Analysis, Elementary School Students, Inner City, *Language Patterns, *Negro Youth, Nonstandard Dialects, *Oral English, Oral Expression
IDENTIFIERS Field Initiated Studies
Start Date 1 Feb 72 End Date 31 Jan 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734123 $9,653

Effectiveness of Graduate Education Programs in Puerto Rico.
INVESTIGATOR Claudio, Ramoan
ADDRESS College of Education, Rio Piedras, Puerto Rico 00931. (809)765-0415
Puerto Rico Univ., Rio Piedras
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
Puerto Rico Congressional District Number 1
GRANT OEG-2-2-2B049
FY72 $9,653 31-May-72 TO 31-Dec-74
DESCRIPTORS *Graduate Study, *Program Effectiveness, *Puerto Ricans
IDENTIFIERS Field Initiated Studies
Start Date 31 May 72 End Date 31 Dec 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP7341[illegible]5 $5,677 Pemberton

Anthropological Investigation of the Open Classroom School.
INVESTIGATOR Schwa[illegible]z, Frances
ADDRESS 308 W. 107th St., New York, N.Y. 10027. (212)280-1754
Columbia Univ., New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
New York Congressional District Number 20
GRANT OEG-2-2-2B113
FY72 $5,677 01-Jul-72 TO 31-Dec-73
DESCRIPTORS *Classroom Research, *Educational Anthropology, *Open Education
IDENTIFIERS Field Initiated Studies
Start Date 1 Jul 72 End Date 31 Dec 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734132 $300,000 Duby

Academic Building Systems.
INVESTIGATOR Kantz, R. Clayton
ADDRESS Berkeley, California 94720. (415)642-6000
California Univ., Berkeley
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Administration.National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
California Congressional District Number 7
CONTRACT OEC-0-8-080113-3528
FY68 $300,000 01-Mar-68 TO 30-Jun-74
DESCRIPTORS *Building Plans, College Buildings, School Buildings
IDENTIFIERS Field Initiated Studies
Start Date 1 Mar 68 End Date 30 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734133 $287,687 Beezer

Cross-National Study of Education Attainment.
INVESTIGATOR Thorndike, Robert
ADDRESS 308 W. 107th St., New York, New York 10027. (212)280-1754
Columbia Univ., New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
New York Congressional District Number 20
GRANT OEG-0-9-420540-4503
FY69 $287,687 20-Jun-69 TO 31-Dec-74
DESCRIPTORS *Academic Achievement, *National Surveys
IDENTIFIERS Field Initiated Studies
Start Date 20 Jun 69 End Date 31 Dec 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734136 $31,832 Duby

Statistical Techniques for the Study of Causality in the Social Sciences.
INVESTIGATOR Yee, Albert
ADDRESS 734 University Avenue, Madison, Wisconsin 53706. (608)262-1234
Wisconsin Univ., Madison
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Administration.National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
Wisconsin Congressional District Number 2
CONTRACT OEC-0-70-2580
FY70 $31,832 01-Feb-70 TO 30-Jun-74
DESCRIPTORS Measurement Techniques, *Social Sciences, *Statistical Analysis
IDENTIFIERS *Causality, Field Initiated Studies
Start Date 1 Feb 70 End Date 30 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734141 $40,000

Psychological Processes in Sentence Comprehension.
INVESTIGATOR Hakes, David
ADDRESS Department of Psychology, Austin, Texas 78712. (512)471-1233
Texas Univ., Austin
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Texas Congressional District Number 10
GRANT OEG-0-72-3941
FY72 $40,000 05-Jun-72 TO 31-Aug-74
DESCRIPTORS *Cognitive Processes, Psychological Patterns, *Reading Comprehension, *Reading Processes, *Sentences
IDENTIFIERS Field Initiated Studies
Start Date 5 Jun 72 End Date 31 Aug 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734142 $37,315 Brainard

A Social Psychological Inquiry into the Relation Between Information and Value Judgment.
INVESTIGATOR Chalmers, Doug
ADDRESS Irvine, California 92664. (714)833-5011
California Univ., Irvine
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
California Congressional District Number 35
GRANT OEG-0-72-3584

FY72 $37,315 01-Jun-72 TO 31-May-75
DESCRIPTORS Evaluation Criteria, *Psychological Patterns, *Social Environment, *Values
IDENTIFIERS Field Initiated Studies
Start Date 1 Jun 72 End Date 31 May 75

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734143 $41,801 Duby

The Effect of Differing Styles of Cultural Cognition on Student Teacher Interaction.
INVESTIGATOR Downs, James
ADDRESS Box 856, Hilo, Hawaii 96720
Hawaii Univ., Hilo Hilo Coll
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
Hawaii Congressional District Number 2, At Large
GRANT OEG-0-72-4402
FY72 $41,801 15-May-72 TO 14-Aug-73
DESCRIPTORS *Cognitive Processes, *Cultural Differences, Interaction Process Analysis, *Student Teacher Relationship
IDENTIFIERS *Cognitive Style, Field Initiated Studies
Start Date 15 May 72 End Date 14 Aug 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734144 $91,271 Beezer

Relationships Among Test Anxiety, Evaluative Experiences and Achievement Motivation of Children in Grades 2 through 6.
INVESTIGATOR Haber, Ralph N
ADDRESS Urbana, Illinois 61801 (2[illegible])333-1000
Illinois Univ., Urbana
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program.
Illinois Congressional District Number 21
GRANT OEG-0-72-0882
FY72 $91,271 01-Feb-72 TO 31-Jul-75
DESCRIPTORS Academic Achievement, *Anxiety, Educational Experience, *Elementary School Students, *Learning Motivation, *Student Evaluation, *Testing
IDENTIFIERS Field Initiated Studies
Start Date 1 Feb 72 End Date 31 Jul 75

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734145 $67,232 Duby

Cultural Transmission and Instrumental Adaptation to Social Change.
INVESTIGATOR Hostetler, John A
ADDRESS Broad Street and Montgomery Avenue, Philadelphia, Pennsylvania 19122 (215)787-7000
Temple Univ., Philadelphia, Pa
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
Pennsylvania Congressional District Number 3
GRANT OEG-0-72-1396
FY72 $67,232 01-Jun-72 TO 31-May-74
DESCRIPTORS *Cultural Environment, *Social Adjustment, *Social Change
IDENTIFIERS Field Initiated Studies
Start Date 1 Jun 72 End Date 31 May 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734146 $94,000 Goebel

Education and Personal Characteristics as Determinants of the Lifetime Earnings Profile Based on an Analysis of Longitudinal Data.
INVESTIGATOR House, John
ADDRESS Department of Economics, Minneapolis, Minnesota 55455 (612)373-2851
Minnesota Univ., Minneapolis
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 2002794
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Minnesota Congressional District Number 5
GRANT OEG-0-72-1569
FY72 $94,000 15-Apr-72 TO 30-Sep-74
DESCRIPTORS Data Analysis, *Educational Background, *Income, *Individual Characteristics, Longitudinal Studies
IDENTIFIERS Field Initiated Studies
Start Date 15 Apr 72 End Date 30 Sep 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734147 $13,875 Duby

Comparative Studies of Semantic Structures.
INVESTIGATOR Burton, Michael
ADDRESS School of Social Sciences, Irvine, California 92664 (714)833-5011
California Univ., Irvine
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Administration National Inst. of Education (DHEW), Washington, D.C. Contracts and Grants Div
California Congressional District Number 35
GRANT OEG-0-72-3583
FY72 $13,875 15-Jun-72 TO 14-Dec-73
DESCRIPTORS Comparative Analysis, *Deep Structure, Descriptive Linguistics, *Semantics
IDENTIFIERS Field Initiated Studies
Start Date 15 Jun 72 End Date 14 Dec 73

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734148 $13,480 Pemberton

The Educational Implications of Culture-Specific Teaching and Learning Techniques.
INVESTIGATOR Love, Jean
ADDRESS School of Social Sciences, Irvine, California 92664 (714)833-5011
California Univ., Irvine
ORG TYPE College/University
AWARD TYPE COMP
National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants
California Congressional District Number 35
GRANT OEG-0-72-4628
FY72 $13,480 15-Jun-72 TO 14-Jun-74
DESCRIPTORS Cultural Awareness, *Cultural Differences, *Teaching Techniques
IDENTIFIERS *Culture Specific Techniques, Field Initiated Studies
Start Date 15 Jun 72 End Date 14 Jun 74

No NIE funds, only OE funds. The project was transferred to NIE to administer until close out.

EP734149 $39,157 Pemberton

Environmental Influences on Learning Behavior in an Afro-American Community.
INVESTIGATOR Crawford, Michael
ADDRESS Department of Anthropology, Lawrence, Kansas 66044 (913)864-3131
Kansas Univ., Lawrence
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office

of Research Grants
Kansas Congressional District Number 3
GRANT OEG 0 72 1383
FY72 $39 157 16 May 72 TO 15 Nov 74
DESCRIPTORS *Behavior Patterns *Black Community *Environmental Influences *Learning Characteristics
IDENTIFIERS Field Initiated Studies
Start Date 16 May 72 End Date 15 Nov 74

No NIE funds only OE funds The project was transferred to NIE to administer until close out

Duby
EP734150 $12 551

Speech and Language Acquisition in Spanish and English Speech Communities.
INVESTIGATOR Blount Ben
ADDRESS Department of Anthropology Austin Texas 78712 (512)471 1233
Texas Univ Austin
ORG TYPE College/University
AWARD TYPE COMP
National Inst of Education (DHEW) Washington D C Office of Administration National Inst of Education (DHEW) Washington D C Contracts and Grants Div
Texas Congressional District Number 10
GRANT OEG 0 72 3945
FY72 $12 551 15 Jun 72 TO 30 Jun 74
DESCRIPTORS Community Study *English *Language Development Language Skills *Spanish Speaking *Speech Skills
IDENTIFIERS Field Initiated Studies *Speech Communities
Start Date 15 Jun 72 End Date 30 Jun 74

No NIE funds only OE funds The project was transferred to NIE to administer until close out

EP734151 $7 350

School Decentralization and Inter Ethnic Conflict A Study of the Ocean Hill-Brownville Controversy.
INVESTIGATOR Ruth Robert D
ADDRESS Department of Education Durham North Carolina 27706 (919)684 8111
Duke Univ Durham N C
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst of Education (DHEW) Washington D C Office of Research Grants
North Carolina Congressional District Number 4
GRANT OEG 3 70 0009
FY70 $7 350 01 Feb 70 TO 31 Aug 73
DESCRIPTORS *Decentralization *Ethnic Relations
IDENTIFIERS Field Initiated Studies
Start Date 1 Feb 70 End Date 31 Aug 73

No NIE funds only OE funds The project was transferred to NIE to administer until close out

Duby
EP734152 $5 676

The Effect of a Self Manipulative Physical Environment on Early Childhood Learning.
INVESTIGATOR Casey Barbara
ADDRESS Providence Rhode Island
Joslin Neighborhood Development Corp Providence R I
ORG TYPE For Profit
AWARD TYPE COMP
National Inst of Education (DHEW) Washington D C Office of Administration National Inst of Education (DHEW) Washington D C Contracts and Grants Div
Rhode Island Congressional District Number 1
GRANT OEG 1 71 0022
FY71 $5 676 30 Jun 71 TO 31 Aug 72
DESCRIPTORS Early Childhood Education *Early Experience *Manipulative Materials *Physical Environment *Preschool Learning
IDENTIFIERS Field Initiated Studies
Start Date 30 Jun 71 End Date 31 Aug 72

No NIE funds only OE funds The project was transferred to NIE to administer until close out

Pemberton
EP734153 $12 495

An Ethnographic Comparison of Multicultural Curricular Approaches for Mexican Americans.
INVESTIGATOR Foley Douglas
ADDRESS Department of Anthropology Austin Texas 78712 (512)471 1233
Texas Univ Austin
ORG TYPE College/University
AWARD TYPE COMP
National Inst of Education (DHEW) Washington D C Office of Research Grants
Texas Congressional District Number 10
GRANT OEG 0 72 3943
FY72 $12 495 01 Jun 72 TO 31 Aug 73
DESCRIPTORS *Cultural Pluralism *Curriculum Evaluation Ethnic Groups Ethnology *Mexican Americans
IDENTIFIERS *Ethnography Field Initiated Studies Multicultural Methods
Start Date 1 Jun 72 End Date 31 Aug 73

No NIE funds only OE funds The project was transferred to NIE to administer until close out

Charner
EP740054 $164 640

Fifteen Years after High School–The Impact of the Adolescent Social System on Subsequent Occupational Achievement.
INVESTIGATOR Temme Lloyd V
ADDRESS 1990 M ST N W Washington D C 20036
Bureau of Social Science Research Inc Washington D C
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Education and Work
District of Columbia
GRANT NIE G 74 0006
FY74 $164 640 20 May 74 TO 20 Jan 76
DESCRIPTORS *Career Choice *Data Analysis Followup Studies High School Graduates Labor Force Males *Occupational Surveys Questionnaires *Womens Studies *Working Women
Start Date 20 May 74 End Date 20 Jan 76

This project involves a 15 year follow-up of high school students originally surveyed in James Coleman's Adolescent Society study The current work will assess the effects of adolescent social structure upon subsequent occupational attainment experience values and attitudes The original baseline survey of 10 000 midwestern high school students is a rich source of data on social values and attitudes educational aspirations and expectations and high school social structure Using path analysis the relationship between these variables and subsequent labor market entry and progression as reflected in occupational attainments of respondents will be assessed (Author)

Lindquist
EP740057 $60 000

Desegregation Research.
INVESTIGATOR Weinberg Meyer
ADDRESS 947 S Euclid Oak Park Illinois 60304 (312)922 8361
Northwestern Univ Evanston Ill
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B005250
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Basic Studies Div
Illinois Congressional District Number 10
CONTRACT NIE C 74 0058
FY74 $60 000 01 Mar 74 TO 01 Mar 75
DESCRIPTORS *Desegregation Trends *Racial Integration *School Integration
Start Date 1 Mar 74 End Date 1 Mar 75

The present project aims at presenting research findings on racial and ethnic factors in education Primary emphasis is not on status studies so much as on processes of change Thus longitudinal studies would be judged more relevant to the classroom than even the most elegant cross sectional studies Work would proceed in two directions (1) appraisal of a great mass of new studies done during the years 1970 1973, and (2) writing of entirely new chapters. Wherever an older study has been discussed in the general literature since 1969, the discussion would be taken into account (Author)

EP740136 $49 950 Lindquist

The Impact of Teachers' Unions: An Analysis with Implications for Public Policy.
INVESTIGATOR Segal, Martin
ADDRESS Dartmouth College, Hanover, New Hampshire, (603)646 2526
Dartmouth Coll, Hanover, N.H
ORG TYPE College University
AWARD TYPE NCOMP
CAN NO 4B008250
National Inst of Education (DHEW), Washington, D.C Office of Research National Inst of Education (DHEW), Washington D.C Basic Studies Div
New Hampshire Congressional District Number 2
GRANT NIE-G-74-0105
FY74 $49 950 01-Jul-74 TO 31-Dec-75
DESCRIPTORS *Public Policy, Statistical Analysis, *Teacher Associations, *Teacher Salaries, *Unions, *Work Environment
Start Date 1 Jul 74 End Date 31 Dec 75

The purpose of this study is to analyze in a relatively comprehensive manner the effects of teachers unions on their compensation and working conditions and thus on the costs of education. First, we will formulate and test, in the context of a simultaneous equations model, a number of hypotheses pertaining to the determinants of the impact of teachers' unions on teachers' salaries. Second, we plan to analyze the reasons for and the expected direction of union impact on the non-wage portions of the compensation package and on working conditions. Our intention is then to use the results of our findings to derive their possible implications for public policies. (Author)

EP740179 $680 809 Doyle

Voucher Evaluation - Data Management Contractor.
INVESTIGATOR Leinwand, C. M.
ADDRESS 430 Lexington St, Newton, Mass 02166 (617) 969 4899
Leinwand (C.M.) Associates, Inc., Newton, Mass
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO B006350 PROPOSAL DATE 73
National Inst of Education (DHEW), Washington, D.C Office of Programs National Inst of Education (DHEW), Washington, D.C Program for Educational Vouchers
Massachusetts Congressional District Number 4
CONTRACT B2C-5331(OEO)
FY73 $241 838 01-Sep-73 TO 30-Jun-74
FY74 $22,010 01-Jul-74 TO 31-Aug-74
DESCRIPTORS *Education Vouchers
IDENTIFIERS *Data Management Contractor, Massachusetts
Start Date 1 Sep 73 End Date 31 Aug 74

Voucher Evaluation - Data Management Contracts.

EP740183 $15 889 Stacey

Review and Editing of the Papers from the Recurrent Education Conference.
INVESTIGATOR Mushkin, Selma J
ADDRESS Public Services Lab, 3520 Prospect St, Washington, D.C 20007 (202) 625-4154
Georgetown Univ., Washington, D.C
ORG TYPE College University
AWARD TYPE NCOMP
CAN NO B006150 PROPOSAL DATE 73
National Inst of Education (DHEW), Washington, D.C Office of Programs National Inst of Education (DHEW), Washington, D.C Program for Education and Work
District of Columbia
CONTRACT NE-C-00-4-0002
FY74 $15,889 15-Jul-73 TO 15-Feb-74
DESCRIPTORS *Books, *Conference Reports, *Editing
IDENTIFIERS *Recurrent Education
Start Date 15 Jul 73 End Date 15 Feb 74

The product is a book ready for press of papers from an international conference on recurrent education. An editorial summary, index and bibliography is included. The Volume has been published under the title, "Recurrent Education", Selma J. Mushkin, ed. National Institute of Education, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, 1974. Stock No. 1780-01277. (Author)

EP740185 $389 739 Smardak

ERIC Clearinghouse on Handicapped and Gifted Children.
INVESTIGATOR Erickson, Donald
ADDRESS Council for Exceptional Children, 1141 Jefferson Davis Hwy, Suite 900 Arlington, Va. (703) 527 2863
Council for Exceptional Children, Arlington, Va
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B0C7150 PROPOSAL DATE 73
National Inst of Education (DHEW), Washington, D.C Information and Communications System
National Inst of Education (DHEW), Washington, D.C Office of Dissemination and Resources
Virginia Congressional District Number 8
CONTRACT NE-C-00-4-0004
FY74 $389 739 01-Sep-73 TO 31-Aug-75
DESCRIPTORS *Clearinghouses, *Gifted, *Handicapped Children, Information Dissemination, *Information Processing, *Resource Centers
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Sep 73 End Date 31 Aug 75

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. (Author)

EP740187 $24 794 Milsap

Research to Develop Questionnaires for Model II.
INVESTIGATOR Frankel, Stephen M
ADDRESS Systems Development Corporation, 2500 Colorado Ave, Santa Monica, Calif 90406 (213) 393 9411
System Development Corp, Santa Monica, Calif
ORG TYPE For Profit
AWARD TYPE NCOMP
CAN NO B006150 PROPOSAL DATE 73
National Inst of Education (DHEW), Washington, D.C Office of Programs National Inst of Education (DHEW), Washington, D.C Program for Education and Work
California Congressional District Number 28
CONTRACT NE-C-00-4-0006
FY74 $24 794 04-Sep-73 TO 18-Dec-73
DESCRIPTORS *Models, *Questionnaires, *Research
Start Date 1 Aug 73 End Date 18 Dec 73

Instruments developed under USOE Contract (OEC-0-72-5024) were revised for use in the Experience Based Career Education (EBEC) Programs. More specifically, the tasks were: a) conduct item analysis of present questionnaire items, b) revise, where necessary, questionnaire items in view of difficulties respondents had in understanding questions or of inappropriateness of items, c) construct new items (and questionnaires where necessary) to collect information from student's parents and from students and employers at three different levels of program involvement (orientation, exploration, investigation), d) field test new instruments at the four EBEC program sites, e) write supporting statement on forms construction on appropriate methodological and analytical techniques and on possible outcomes and use of instruments; and f) write short conceptual paper on the differences between school-supervised work education programs, as assessed in the OE contract referenced above, and the experience-based career education programs. All tasks were completed satisfactorily and on schedule. The instruments are being used in spring and end-of-year EBEC data collection activities. (Author)

EP740188 $151,825 Smardak

ERIC Clearinghouse on Career Education.
INVESTIGATOR: Piedeman, David
ADDRESS: Northern Illinois University, DeKalb, Illinois 60115, (815) 753-1000
Northern Illinois Univ., De Kalb
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: B007150 PROPOSAL DATE: 73
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Illinois Congressional District Number 15
CONTRACT: NE-C-00-4-0007
FY74-$151,825 01-Sep-73 TO 31-Aug-74
DESCRIPTORS: *Career Education, *Clearinghouses, *Information Dissemination, *Information Processing, *Resource Centers
IDENTIFIERS: *Educational Resources Information Center, ERIC
Start Date 1 Sep 73 End Date 31 Aug 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. (Author)

EP740189 $1,356,333 O'Brien

The Development and Stabilization of an Experience-Based Career Education Program (EBCE).
INVESTIGATOR: Maguire, Louis
ADDRESS: Research for Better Schools Inc., 1700 Market St., Suite 1400, Philadelphia, Pa. 19103, (215) 561-4100
Research for Better Schools, Inc., Philadelphia, Pa.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B006150 PROPOSAL DATE: 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Pennsylvania Congressional District Number 2
CONTRACT: NE-C-00-4-0011
FY74-$1,356,333 01-Sep-73 TO 30-Sep-74
DESCRIPTORS: *Career Education, *Employers
Start Date 1 Sep 73 End Date 30 Sep 74

The purpose of this program effort (four experience-based projects) is to develop a comprehensive and personalized program for high school age youth which relies on the participation of the entire community—employers, unions, public agencies, schools, parents, etc.—focusing on direct experience in a wide variety of work settings to better prepare young people for life. It is based on the assumption that, for many youth, academic, career, and personal learning are best fostered through extensive contact with adults inside the economic institutions where the productive activities of society take place. Because EBCE is customized and its educational environment is the entire community, it is appropriate for all kinds of students from merit scholars to drop-outs. Key programmatic objectives of the program include: (1) the delivery of all or most of a student's educational program through community resources for full academic credit; (2) a technique of systematic analysis of community/employer institutions for student learning opportunities; (3) the integration of cognitive skill building into student's career development and experiential activity; and (4) the inclusion of non-school community adults as full partners in the education of local youth. (Author)

EP740190 $696,898 Wise

Development of a Career Education Occupational Exploration Program.
INVESTIGATOR: Fitch, Brian
ADDRESS: Ohio State University, Center for Vocation and Technical Education, 1960 Kenny Rd., Columbus, Ohio 43210, (6[illegible]6-3655
Ohio State Univ., Columbus
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B006150 PROPOSAL DATE: 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Ohio Congressional District Number 15
CONTRACT: NE-C-00-4-0012
FY74-$696,898 01-Sep-73 TO 30-Jun-75
DESCRIPTORS: *Career Education, *Program Development, *Vocational Education
Start Date 1 Sep 73 End Date 30 Jun 75

The overall purpose of the occupational exploration program is to assist 8th and 9th grade students in (1) acquiring information about careers, (2) acquiring experience in work-related tasks under work-related conditions, and (3) synthesizing information and experiences related to the world of work with personal attitudes, interests, and aptitudes. Through a previous subcontract with the Human Resources Research Organization, CVTE has developed an occupational clustering system to be used in designing the occupational exploration program. The occupational clusters in this system are natural resources, construction, manufacturing, transportation and communication, trade and finance, government, education, health and welfare, personal services, product services, arts and humanities, and recreation and entertainment. The program developed in this task will include one simulation module in each of the 12 clusters, and one community involvement module in one of the 12 clusters, and one occupational information resource module in one of the 12 clusters. Three of the 12 simulation modules are almost completely developed. The remaining work to be done on them includes carrying out a quality control check, development of instrumentation for a pilot test of the three modules, development of a pilot test plan, carrying out the pilot test, analysis and display of pilot test modules. Development of four other simulation modules has begun. (Author)

EP740191 $989,096 O'Brien

The Development and Stabilization of an Experience-Based Career Education Program (EBCE).
INVESTIGATOR: Hagans, Rex
ADDRESS: 710 S.W. Second Ave., Portland, Oregon 97204, (503) 224-3650
Northwest Regional Educational Lab., Portland, Oreg.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B006150 PROPOSAL DATE: 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Oregon Congressional District Number 3
CONTRACT: NE-C-00-4-0010
FY74-$989,096 01-Sep-73 TO 30-Sep-74
DESCRIPTORS: *Career Education, *Employers
Start Date 1 Sep 73 End Date 30 Sep 74

The purpose of this program development effort (four experience-based projects) is to develop a comprehensive and personalized program for high school age youth which relies on the participation of the entire community—employers, unions, public agencies, schools, parents, etc.—focusing on direct experience in a wide variety of work settings to better prepare young people for life. It is based on the assumption that, for many youth, academic, career, and personal learning are best fostered through extensive contact with adults inside the economic institutions where the productive activities of society take place. Because EBCE is customized and its educational environment is the entire community, it is appropriate for all kinds of students from merit scholars to drop-outs. Key programmatic objectives of the program include: (1) the delivery of all or most of a student's educational program through community resources for full academic credit; (2) a technique of systematic analysis of community/employer institutions for student learning opportunities; (3) the integration of cognitive skill building into student's career development and experiential learning activity; and (4) the inclusion of non-school community adults as full partners in the education of local youth. (Author)

EP740192 $1,092,380 O'Brien

The Development and Stabilization of an Experience Based Career Education Program (EBCE).

INVESTIGATOR: Peterson, Robert
ADDRESS: 360 22nd St., 8th Floor, Oakland, Calif 94612, (415) 763-0600
Far West Lab. for Educational Research and Development, Berkeley, Calif.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO. B006150 PROPOSAL DATE: 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
California Congressional District Number 7
CONTRACT: NE-C-00-4-0009
FY74 $1,092,380 01-Sep-73 TO 30-Sep-74
DESCRIPTORS: *Career Education, *Employers
Start Date 1 Sep 73 End Date 30 Sep 74

The purpose of this program development effort (four experience-based projects) is to develop a comprehensive and personalized program for high school age youth which relies on the participation of the entire community—employers, unions, public agencies, schools, parents etc.—focusing on direct experience in a wide variety of work settings to better prepare young people for life. It is based on the assumption that, for many youth, academic, career and personal learning are best fostered through extensive contact with adults inside the economic institutions where the productive activities of society take place. Because EBCE is customized and its educational environment is the entire community, it is appropriate for all kinds of students from merit scholars to drop-outs. Key programmatic objectives of the program include: (1) the delivery of all or most of a student's educational program through community resources for full academic credit, (2) a technique of systematic analysis of community/employer institutions for student learning opportunities, (3) the integration of cognitive skill building into student's career development and experiential learning activity, and (4) the inclusion of non-school community adults as full partners in the education of local youth. (Author)

EP740193 $1,139,313 O'Brien

The Development and Stabilization of an Experience Based Career Education Program (EBCE).

INVESTIGATOR: Henderson, Harold
ADDRESS: Post Office Box 1348, Charleston, W. Va. 25325, (304) 344-8372
Appalachia Educational Lab., Charleston, W. Va.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO. B006150 PROPOSAL DATE: 73
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
West Virginia Congressional District Number 3
CONTRACT: NE-C-00-4-0008
FY74 $1,139,313 01-Sep-73 TO 30-Sep-74
DESCRIPTORS: *Career Education, *Employers
Start Date 1 Sep 73 End Date 30 Sep 74

The purpose of this program development effort (four experience-based projects) is to develop a comprehensive and personalized program for high school age youth which relies on the participation of the entire community—employers, unions, public agencies, schools, parents etc.—focusing on direct experience in a wide variety of work settings to better prepare young people for life. It is based on the assumption that, for many youth, academic, career and personal learning are best fostered through extensive contact with adults inside the economic institutions where the productive activities of society take place. Because EBCE is customized and its educational environment is the entire community, it is appropriate for all kinds of students from merit scholars to drop-outs. Key programmatic objectives of the program include: (1) the delivery of all or most of a student's educational program through community resources for full academic credit, (2) a technique of systematic analysis of community/employer institutions for student learning opportunities, (3) the integration of cognitive skill building into student's career development and experiential learning activity, and (4) the inclusion of non-school community adults as full partners in the education of local youth.

EP740194 $650,000 Grayson

Alaska ATS-F Health/Education Telecommunications Experiment.

INVESTIGATOR: Northrip, Charles
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Alaska Office of the Governor, Juneau.
ORG TYPE: State/Local Education Agency
AWARD TYPE: NCOMP
CAN NO. B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology.
Alaska Congressional District Number 1
GRANT: OEG-0-73-2896
FY74 $650,000 10-Dec-73 TO 31-Aug-74
DESCRIPTORS: Child Development, Curriculum Development, Educational Radio, *Educational Technology, *Educational Television, English Instruction, *Health Education, Inservice Teacher Education, Microwave Relay Systems, *Satellite Laboratories, *Telecommunication
IDENTIFIERS: *Alaska, OE 74 Transfer, Technology and Productivity
Start Date 10 Dec 73 End Date 31 Aug 74

The ATS-F will provide the first opportunity for the utilization of satellite communications for the transmission of television and multiple voice channels to low-cost earth stations. Four broad content areas have been selected in which to develop courseware to be broadcast over the satellite: (1) Instructional Programming, (2) Health Education, (3) Alaska Native Magazine, and (4) Public Broadcasting Service. The programming beamed to Alaska via ATS-F will be multifaceted, ranging from formal academic instruction to information on health education and topics particularly interesting to Alaskan natives. The Instructional Programing area will stress courseware development with consumer input as an integral part of the process, in such areas as Early Childhood Development, Basic English-Oral Communication for Youngsters, and In-Service Teacher Training. Health Education will stress improvement of health habits with approximately two half-hour video sessions augmented with additional audio consultation with a health education specialist. Alaska Native Magazine is to be aimed at developing cultural pride, and the Public Broadcasting Service portion of the experiment will feed satellite transmissions for contrasting public response to live versus delayed broadcasting. (Author)

EP740195 $2,430,08[illegible] Grayson

Appalachian ATS-F Satellite Educational Technology Demonstration.

INVESTIGATOR: Morse, Harold E.
ADDRESS: Appalachian Regional Commission, Office of Communication Programs, 1666 Connecticut Ave., N.W., Washington, D.C. 20235, (202)967-4721
Appalachian Regional Commission, Washington, D.C.
ORG TYPE: State/Local Education Agency
AWARD TYPE: COMP
CAN NO. B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology.
District of Columbia
GRANT: OEG-0-72-4921
FY74 $949,115 23-Jun-72 TO 01-Sep-75
DESCRIPTORS: *Career Education, *Educational Technology, Elementary Grades, Inservice Teacher Education, Material Development, Programed Instruction, *Reading Instruction, *Satellite Laboratories, Televised Instruction
IDENTIFIERS: *Appalachia, OE 74 Transfer, Technology and Productivity
Start Date 23 Jun 72 End Date 1 Sep 75

This project is one component of a three-part effort which will utilize NASA's ATS-F satellite in an educational delivery system. The experiment is viewed as a means of strengthening local in-service education programs in Elementary Reading and Career Education. The demonstration is being developed for teachers to participate through 15 Regional Education Service Agencies (RESAs) located throughout Appalachia. Video and computerized in-service course material is slated for development and distribution by a Resource Coordinating Center (RCC) located at the University of Kentucky in Lexington, Kentucky. A major objective of the Appalachian ATS-F Experiment is to demonstrate the feasibility of large-scale resource development over diverse geographical and demographic areas using a variety of communications distributions systems. The proposed delivery system will utilize both the video and audio capabilities of ATS-F and the audio-digital capability of ATS-3 to link 15 RESAs to the RCC. (Author)

EP740196 $6,968,190 Grayson

Federation of Rocky Mountain States, Satellite Technology Demonstration.

INVESTIGATOR: Law, Gordon
ADDRESS: Federation of Rocky Mountain States Inc., 2869 West 26th Street, Suite 300B, Denver, Colo 80211, (303)458-8000
Federation of Rocky Mountain States Inc., Denver, Colo.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Colorado Congressional District Number 1
GRANT: OEG-0-72-0904
FY74 $6,968,190 01 Jul 73 TO 30 Nov 74
DESCRIPTORS: *Career Education, Community Involvement, Cultural Factors, *Educational Technology, *Educational Television, Elementary Grades, Ethnic Groups, Instructional Staff, Junior High Schools, Low Income Groups, Rural Areas, *Satellite Laboratories, Secondary Grades, *Telecommunication
IDENTIFIERS: OE 74 Transfer, Technology and Productivity
Start Date: 1 Jul 73 End Date: 30 Nov 74

The goals of the Federation of Rocky Mountain States (FRMS) portion of the satellite (HET) experiment are: (1) To demonstrate the feasbility of a satellite-based media distribution system for isolated and rural populations, and (2) To test and evaluate user acceptance and the cost of various delivery modes using a variety of materials. The FRMS effort makes use of live and video taped transmission via the satellite as well as a PBS link to educational television stations. It is the largest of NIE's three educational satellite experiments. FRMS has targeted on career education at the junior high school level as its primary concern. The instructional materials are being tailored to especially meet the needs of Blacks, Chicanos, and Indians as well as Whites. Core subjects, including a large number of performance objectives have been molded into the three major areas of career development: assessment, understanding careers, and implementation. The target population has, in effect, three sub-sets: (1) primary, junior, and high school adolescents, (2) interested professionals, parents and members of the community, and (3) faculties of the participating schools. Consideration is also being given to ethnic/cultural implications, as well as concepts for plans to account for the effects of poverty. (Author)

EP740197 $1,748,940 McBride

State University of Nebraska.

INVESTIGATOR: McBride
ADDRESS: University of Nebraska, P.O. Box 82446, Lincoln, Neb 68501
Nebraska Univ., Lincoln.
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Nebraska Congressional District Number 2
GRANT: OEG-0-72-0457
FY74 $1,232,490 01 Jan 74 TO 31 Dec 74
DESCRIPTORS: Autoinstructional Aids, *College Programs, Credit Courses, *Educational Technology, *Individual Study, Material Development, *Resource Centers, Televised Instruction, *University Extension
IDENTIFIERS: OE 74 Transfer, Technology and Productivity
Start Date: 1 Oct 71 End Date: 31 Dec 74

SUN (State University of Nebraska) is a statewide educational program with regional potential designed to offer first and second year credited college courses at home and/or regional centers via ETV, videotapes, audio cassette, films, texts, telephone, etc. to those unalbe to visit nearby regional resource centers for tutorial and counseling assistance. The use of these centers will allow students to begin and continue courses at will. Results of program activities included the following: (1) A survey of 1,455 colleges and universities found that more than half are now using, or plan to use, programs involving educational technology. None, however, reported offering as much as two full years of college courses for off-campus study. (2) Regional market survey data indicated that there is a potential adult clientele for college courses offered viaa program like SUN in Nebraska and surrounding states. (3) SUN has developed positions on legal questions related to copyrights and fair use laws which affect the use of films, television tapes, and printed material which have been developed by others. (4) Three models of an organizational structure have been developed. These models suggest a gradual development from a state program to a regional one, and finally to a national program, and (5) Pilot lessons materials in the subjects of Accounting and Psychology were designed and field tested. The results were generally positive, with the panels supporting innovative approaches to instructional programming. Since July 1, 1973 SUN has been focusing on several basic research questions involving the relative effectiveness of various instructional television formats. (Author)

EP740198 $41,605 Arundel

A Three-Day Symposium on Technology-Based Systems for Improving Educational Productivity in Three Learning Environments-Sept. 24-26, 1973.

INVESTIGATOR: Harrison, Shelley A.
ADDRESS: P.O. Box 7126, Albany, New York 12224, (516)462-5331
State Univ. of New York Research Foundation, Albany
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: OE FY 73$
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
New York Congressional District Number 28
CONTRACT: OEC-0-73-6812
FY73 $41,605 28 Jun 73 TO 28 Mar 74
DESCRIPTORS: Conventional Instruction, *Educational Environment, *Educational Technology, Elementary Education, *Higher Education, Individualized Instruction, Instructional Systems, *Learning Processes, *Productivity, Secondary Education, Symposia
IDENTIFIERS: OE 74 Transfer, Technology and Productivity
Start Date: 28 Jun 73 End Date: 28 Mar 74

As one of two symposia on productivity in education, the College of Engineering and Department of Education at SUNY, Stony Brook, will organize and supervise a three-day symposium which will address technology based systems for improving educational productivity in the area of higher education. Research for Better Schools, Inc. will hold a symposium aimed at improving productivity at the elementary and secondary education level. Based on the premise that technology-based educational systems are best studied in the context of specific learning environments, one of the following types of learning environments will be addressed each day of the symposium: (1) Conventional, Bounded Learning Environment, (2) Individualized, Bounded Learning Environment, and (3) Personalized, Open Learning Environment. Space-time bounded environments refer to institutionalized educational systems exhibiting definite learning requirements, entrance requirements, physical locations, and definite space, time, and resource constraints on the teaching/learning process. Technology support of both conventional and individualized learning, in bounded environments will occupy the discussions on day one and day two respectively. The third day will address open [illegible]sonalized environments free of the requirements and constraints of institutionalized education. This will include home study, continuing education, and cultural activities. (Author)

EP740199 $45 134 Arundel

Improving Productivity of School Systems Through Educational Technology
INVESTIGATOR Scanlon Robert G
ADDRESS 1700 Market Street Philadelphia Pa 19103
Research for Better Schools, Inc Philadelphia, Pa
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO OE FY 73s
National Inst of Education (DHEW) Washington, D C Office of Programs National Inst of Education (DHEW), Washington D C Program for Productivity and Technology
Pennsylvania Congressional District Number 2
CONTRACT OEC-0-73-6811
FY73-$45 134 28-Jun 73 TO 27-Dec 73
DESCRIPTORS Cost Benefit Analysis, *Educational Administration, *Educational Technology *Elementary Schools, Instructional Systems, *Productivity, *Secondary Schools, Symposia
IDENTIFIERS OE 74 Transfer, Technology and Productivity
Start Date 28 Jun 73 End Date 27 Dec 73

Centering on instructional uses of technology and management of learning systems in elementary and secondary schools this symposium is the first of two aimed at improving productivity in education through technology The major goal of the RBS symposium is to understand more clearly the potentials and implications of adopting specific alternative instructional delivery systems that make wider use of technology-based approaches and products The specific objectives are (1) To determine management models needed for supporting educational productivity demonstrations (2) To evaluate the adequacy of planning cost models for simulating and predicting the total resource requirements for installing and maintaining technology-based alternative approaches, (3) To examine the problems of relating input strategies to measurements of output (4) To illustrate the availability of alternative technology-based instructional systems which show potentials for improving educational productivity (case histories) (5) To examine the human political and social factors affecting and to be effected by alternative technology-based instructional systems, and (6) To recommend experiments and demonstrations to be conducted (Author)

EP740200 $1 108 463 Doyle

Education Voucher Project
INVESTIGATOR Overlan S Francis
ADDRESS 123 Mt Auburn St Cambridge Mass 02138
Center for the Study of Public Policy, Cambridge Mass
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B006350
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Educational Vouchers
Massachusetts Congressional District Number 8
GRANT OEO-10007(82)
FY74-$117 031 01-Nov-73 TO 30-Sep 74
DESCRIPTORS *Education Vouchers, Technical Assistance
IDENTIFIERS Site Location
Start Date 1 Nov 73 End Date 30 Sep 74

The Center for the Study of Public Policy, a non-profit corporation, was instrumental in the original design of the Education Voucher demonstration This one year NIE grant permits the Center to continue to perform a variety of roles involving the provision of information and technical assistance to potential voucher sites Upon request the Center staff is available to assist sites during either the feasibility study or operational stage Also, upon invitation by appropriate officials the Center will provide advice and technical assistance to State legislatures regarding legislation enabling the testing of education vouchers (Author)

EP740202 $106 735 Koshel

Exposure and Effects of Schooling
INVESTIGATOR Heyns, Barbara
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Center for the Study of Public Policy, Cambridge, Mass
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 32500404
National Inst of Education (DHEW) Washington D C Office of the Director
Massachusetts Congressional District Number 8
GRANT OEO-10007(80)
FY72-$106 735 01-Jun 72 TO 01-Jun 74
DESCRIPTORS *Achievement Gains, Comparative Analysis, *Performance Factors *Racial Differences, Reinforcement, Social Class *Socioeconomic Influences *Summer Programs
Start Date 1 Jun 72 End Date 1 Jun 74

The objective of this study is to compare the learning rates during the school year and the summer months for children of different class and racial groups The project will also attempt to relate differences in learning rates to participation in various kinds of summer activities Achievement test data will be collected during the 1972 school year as well as in the fall of 1973 In addition, telephone and household interviews will be conducted with parents to collect information on socio-economic background and their children's summer activities We expect the study to answer the following questions (1) To what degree do children's achievement gains differ in the summer when exposure to schooling is limited (2) To what degree does summer learning reinforce or augment social class and racial differences (3) To what degree do the actual summer activities of children influence differential learning (4) Are there particular activities, such as summer school or campus which influence learning more than others (5) To what degree do these reinforce class and social differences The results of this study should help us explain how exposure to school may affect learning and how various kinds of summer programs may improve the school performance of children (Author)

EP740203 $83 438 Koehler

Development of the Purdue Social Attitude Scale and Purdue Self Concept Scale for Young Children
INVESTIGATOR Cicirelli Victor
Purdue Research Foundation, Lafayette, Ind
ORG TYPE Not For Profit
AWARD TYPE COMP
National Inst of Education (DHEW) Washington, D C Office of Research
National Inst of Education (DHEW) Washington, D C Teaching and Curriculum Div
Indiana Congressional District Number 2
GRANT OEO-50037
FY73 $83 438 01-Sep-73 TO 31 Aug-75
DESCRIPTORS *Attitude Tests, Bilingual Education, English, *Primary Grades, Rating Scales, *Self Concept Tests, Social Attitudes, *Spanish, *Test Construction
Start Date 1 Sep 73 End Date 31 Aug 75

The purpose of this study is the continued development of the Purdue Social Attitude and Purdue Self Concept for the academic year September 1973 to August, 1974, in order to (a) carry out validity studies (b) determine test retest reliability (c) develop norms and (d) prepare manuals that can be disseminated along with copies of the instruments to interested users throughout the United States (Author)

EP740204 $4 994 348 Doyle

Educational Voucher System
INVESTIGATOR Jefferds, William
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Alum Rock Union Elementary School District, San Jose Calif
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
FUNDING AGENCY National Inst of Education (DHEW), Washington D C
FUNDING AGENCY Office of Economic Opportunity, Washington, D C
CAN NO B006350
National Inst of Education (DHEW), Washington D C Office of Programs National Inst of Education (DHEW),

Washington, D.C. Program for Educational Vouchers
California Congressional District Number 6
GRANT OEO-90051
DESCRIPTORS Demonstration Programs, Disadvantaged Youth, *Educational Accountability, *Educational Opportunities, *Educational Resources, *Education Vouchers, Governance, *Parent Responsibility, Participant Satisfaction, Program Evaluation, Special Education
IDENTIFIERS Alum Rock Model, Operational Site, School Finance Delivery System, Transition Voucher Model
Start Date 15 Feb 71 End Date 30 Jun 75

This project is a multi-year, school-district-based demonstration designed to test the effects on parents, teachers, administrators, and students, of an education voucher system. Because the size of a school's operating budget is derived from the number of students enrolled there, and parents are free to choose among a variety of schools, voucher system proponents hypothesize that (1) parents will become more involved in their schools, (2) schools will become more responsive and accountable to their constituents, and (3) students' school-related performance will improve. The demonstration in the Alum Rock School District provides parents a range of program choices within the public sector. The project began in September, 1972 with six public schools and 4,000 children grades kindergarten through eight, and has grown to include 14 public schools and 9,000 students for the 1974-75 school year. Each participating school is divided into several mini-schools; these mini-schools are distinct educational programs with their own operating budgets housed in a single school building. Parents may choose to enroll their child in any mini-school program in any participating school building, and transportation is provided to all children attending school outside their neighborhood. (Author)

EP740205 $390,540 Koehler

The Beginning Teacher Evaluation Study
INVESTIGATOR Moss, C. W.
ADDRESS 1020 O Street, Sacramento, Calif 95814
California State Commission for Teacher Preparation and Licensing, Sacramento
ORG TYPE State/Local Education Agency
AWARD TYPE NCOMP
CAN NO. B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
California Congressional District Number 3
GRANT OEO-90162
FY74-$155,673 01-Nov-72 TO 31-Mar-74
DESCRIPTORS *Educational Objectives, Effective Teaching, Elementary School Students, Elementary School Teachers, *Teacher Characteristics, Teacher Education, *Teacher Influence, *Teaching Skills
Start Date 1 Nov 72 End Date 31 Mar 74

The purpose of the Beginning Teacher Evaluation Study is to identify those teaching behaviors which significantly influence student performance in reading and mathematics. The Commission for Teacher Preparation and Licensing will use the information to develop a new state-wide teacher licensing system. The study is divided into three phases: The Design Development, the Pilot Year, and Hypotheses Testing. During Phase I, a skelton design was developed by the Commission staff members in conjunction with Washington personnel. Phase II has two purposes: (1) to develop the procedures for measuring teacher performance and student growth, and (2) to generate, from data on these two classes of factors, hypotheses about their relationships. Phase III is designed to analyze the results of Phase II, develop a theoretical base for a set of hypotheses, and establish solid empirical relationships between teacher variables and pupil achievement by collecting data from approximately 200 experienced and beginning teachers' classrooms. (Author)

EP740206 $42,685 Breedlove

School Government Consolidation Effects
INVESTIGATOR Huefner, Robert P.
Utah Univ., Salt Lake City
ORG TYPE College/University
AWARD TYPE COMP
CAN NO. 32500404
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Policy Studies Div
Utah Congressional District Number 2
GRANT OEO-81026
FY73 $42,685 01-Jul-73 TO 30-Sep-74
DESCRIPTORS *Consolidated Schools, *Feasibility Studies, Governance, *Local Government, Research Design
Start Date 1 Jul 73 End Date 30 Sep 74

This project examines the feasibility and design of a policy study investigating the effects of consolidating existing schools with general purpose governments. The principle outcome will be a proposal for a research design to explore the issues, benefits and problems identified in the study. (Author)

EP740208 $710,270 Holt

Voucher Evaluation: Analysis and Survey
INVESTIGATOR Weiler, Dan
ADDRESS 1700 Main St., Santa Monica, Calif 90406
Rand Corp., Santa Monica, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
FUNDING AGENCY National Inst. of Education (DHEW), Washington, D.C.
FUNDING AGENCY Office of Economic Opportunity, Washington, D.C.
CAN NO. B006350
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Educational Vouchers
California Congressional District Number 28
CONTRACT OEO-B2C-5326
FY74-$710,270 01-Jan-74 TO 30-Sep-74
DESCRIPTORS Community Attitudes, Data Analysis, Data Collection, *Demonstration Programs, Educational Resources, *Education Vouchers, Elementary Grades, *Evaluation Techniques, Parent Responsibility, *Program Evaluation, *Public Policy
Start Date 11 Jan 71 End Date 30 Sep 74

This report presents Rand's Technical Analysis Plan for the evaluation of the proposed OEO Elementary Education Voucher Demonstration (EEVD). The purpose of the evaluation is to describe and assess the political, social, economic and educational outcomes of the voucher demonstration, and their implications for issues of public policy. The Plan assumes an 18-month pre-demonstration period beginning in March, 1972, followed by five consecutive one-year demonstration periods beginning in September 1973 at two to five demonstration sites, with a two-year post demonstration period at each site. The Rand Technical Analysis Plan sets forth the basic hypotheses of the EEVD and the basic public policy issues and major evaluation questions to be considered, and then moves directly to the specification of an organizational framework for the analysis. We first establish twelve information categories to organize the key findings of the analysis. We then specify 40 outcome dimensions of concern to the evaluation. The plan for data collection and analysis is straightforward. Utilizing the information categories, the plan then presents a strategy for the inspection and aggregation of evaluation findings as appropriate to address broad issues of public policy, and enumerates specific procedures for deriving public policy implications from the evaluation of demonstration outcomes and processes. Finally, the plan presents a scheme for the management and organization of the evaluation, and a schedule of the work to be performed and the products to be delivered to OEO. (Author)

EP740216 $815,081 Chibucos

Secondary Analysis of Teacher and Curriculum Effects
INVESTIGATOR Wortman, Paul; Borych, Robert
ADDRESS 633 Clark St., Evanston, Illinois 60201
Northwestern Univ., Evanston, Ill
ORG TYPE College/University
AWARD TYPE COMP
CAN NO. B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Illinois Congressional District Number 10
CONTRACT NIE-C-74-0115
FY74 $220,873 30-Jun-74 TO 30-Jun-75
DESCRIPTORS *Curriculum Evaluation, *Teacher Influence

Start Date 30 Jun 74 End Date 30 Jun 77

The principal goals of this project are (a) secondary analysis of data stemming from previous evaluations of important educational programs and (b) the development of new evaluation methodology. A specific and integral portion of (a) consists of testing new hypotheses concerning teacher influences on program impact, teacher interests in particular programs and teacher by program interactions effects on students. As an integral part of (a) and (b), the remaining goals of the project are (c) the archiving of data for secondary analysis (e.g., the California Beginning Teacher Study data), (d) the establishment of a network of statistical/methodological consultants, and (e) the development of an internship program in Evaluation Research. (Author)

EP740217 $69 563 Clarke

Feasibility: Extending East Hartford Parents' Choice of Schools.

INVESTIGATOR: Klein, Frances
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East Hartford Board of Education, Conn
ORG TYPE: State /Local Education Agency
AWARD TYPE: NCOMP
CAN NO: B006350
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Educational Vouchers
Connecticut Congressional District Number 1
GRANT: NIE-G-74-0004
FY74 $69,563 21-Jan-74 TO 20-Jun-74
DESCRIPTORS: *Administrative Policy, *Education Vouchers, *Feasibility Studies, *Parent School Relationship, *School Registration
IDENTIFIERS: Voucher Feasibility Study
Start Date 21 Jan 74 End Date 20 Jun 74

The three mouth grant was made to the East Hartford, Connecticut Public School District to analyze the feasibility of introducing an education voucher system in the district. Under such a system, each school age child would receive a voucher, an entitlement, equal to the average per student expenditure in the school district. Participating schools would receive vouchers from enrollees and in turn their respective budgets would depend on the number of enrollees. Parents would be permitted to enroll their children in the participating school of their choice. With this grant, the district will explore the expansion of its open enrollment and transportation policies and study the feasibility of developing and testing vouchers. In addition, it will develop and revise policies and administrative regulations that would be necessary to implement a voucher project. (Author)

EP740218 $88 227 Piccini

New Hampshire Voucher Feasibility Study.

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New Hampshire State Dept. of Education, Concord
ORG TYPE: State /Local Education Agency
AWARD TYPE: NCOMP
CAN NO: B006350
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Educational Vouchers
New Hampshire Congressional District Number 2
GRANT: NIE-G-74-0002
FY74-$88,227 01-Jan-74 TO 30-Sep-74
DESCRIPTORS: *Education Vouchers, *Feasibility Studies, *Program Planning
Start Date 1 Jan 74 End Date 30 Sep 74

EP740219 $28,840 Frechtling

Developmental Study of Peer-Group in Children.

INVESTIGATOR: Freedman, Daniel G
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Chicago Univ., Ill
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005153
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Illinois Congressional District Number 1
CONTRACT: NIE-C-74-0028
FY74-$28,840 01-Dec-73 TO 30-Nov-74
DESCRIPTORS: *Child Development, *Early Childhood, *Peer Groups, *Peer Relationship, *Sex Differences, Social Relations
IDENTIFIERS: Early Learning, Essential Skills
Start Date 1 Dec 73 End Date 30 Nov 74

In Project I, Developmental Aspects of Cooperation and Competition, the current program period is part of a continuing investigation on peer group formation in young children. This portion will include the preparation of a monograph on children's social interactions and their perceptions of status relationships during the period from a nursery school through third grade. The results detailed in the monograph will then be compared with already collected data from two other cultures. Concurrently, a pilot study will be conducted to 1) determine the appropriateness of new test procedures, and 2) develop interview and observational techniques. The focus will be upon children in the lower grades of a lower class school. Project II Examination of Hereditary and Environmental Interaction in the Rearing of Human Infants, is a bio-social study of the first years of life is composed of two parts: (1) Cradleboarding among the Navajo, and (2) mother-infant interaction in Chinese and Caucasian families in Chicago (with John Kuchner). (Author)

EP740220 $55 654 Frechtling

Perceptual Development, Learning, and Learning Disabilities.

INVESTIGATOR: Wepman, Joseph W
ADDRESS: 5801 S Kenwood Ave, Chicago, Ill 60637, (312) 755-4743
Chicago Univ., Ill
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005153
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Illinois Congressional District Number 1
CONTRACT: NIE-C-74-0026
FY74-$55,654 01-Dec-73 TO 30-Nov-74
DESCRIPTORS: *Early Childhood Education, *Learning Processes, *Perceptual Development, *Reading Instruction, Student Testing, *Teaching Techniques
IDENTIFIERS: Early Learning, Essential Skills
Start Date 1 Dec 73 End Date 30 Nov 74

This research is the continuation of a program formerly known as 'Perceptual Development and Assessment'. The purpose of the program is to determine the relationship between modality preference, e.g. tendency to prefer the usual or auditory modality, and effectiveness of alternative teaching strategies. The program consists of two parts: (1) field testing of teaching strategies, and (2) monograph construction. Within the context of learning to read, the program investigates whether instruction in a child's preferred modality vs. non-preferred modality is a more effective method for promoting learning. Children are tested in the Spring on a diagnostic battery to determine their relative preference for using the auditory vs. the visual perceptual systems. They are then given a year (starting in the next Fall) of teaching in either the preferred or non-preferred modality. Retesting the following Spring will be used to determine the relative effectiveness of the different approaches. The monograph currently being written by the principal investigator will discuss theories of perceptual process development, relating models of development to assessment strategies. (Author)

EP740221 $17,363 Rotberg

Observational Studies of Variation in Child Behavior in Classrooms.

INVESTIGATOR: Stodelsky, Susan S
ADDRESS: 5835 S Kimbark Ave., Chicago, Illinois 60637, (312) 753-3801
Chicago Univ., Ill
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005153
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW).

Washington D C Policy Studies Div
Illinois Congressional District Number 1
CONTRACT NIE-C 74 0030
FY74 $17,363 01-Dec-73 TO 31-Aug-74
DESCRIPTORS *Behavioral Science Research, *Behavior Patterns, *Classroom Participation, Comparative Analysis, Early Childhood, *Individual Characteristics, *Student Testing
IDENTIFIERS Early Learning, Essential Skills
Start Date 1 Dec 73 End Date 31 Aug 74

The purpose of the study is to examine the relationship between children's patterns of participation in open and traditional classrooms and individual characteristics of the children. The primary objective is to be able to account for differences in choices children make and the activities in which they engage, based on their individual characteristics. These characteristics are assessed by standardized tests of intelligence, creativity, cognitive style and personality; classroom behavior is assessed by observational procedures. (Author)

EP740222 $48,657 Rotberg

An Investigation into Various Aspects of the Relationship between Language and Cognition.
INVESTIGATOR Feldman, Carol F
ADDRESS 5848 S University Ave Chicago Ill 60637 (312) 753-1234
Chicago Univ, Ill
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B00513
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Policy Studies Div
Illinois Congressional District Number 1
CONTRACT NIE-C 74 0029
FY74 $48,657 01 Dec-73 TO 30 Nov 75
DESCRIPTORS Child Language, Cross Cultural Studies, *Elementary School Students, *Elementary School Teachers, *Language Research, *Language Role, *Thought Processes
IDENTIFIERS Essential Skills, Task Force on Early Learning
Start Date 1 Dec 73 End Date 30 Nov 75

This is a basic research study designed to investigate the relationship between language and thinking. The question is approached in two ways. (1) The type of speech patterns used by elementary school teachers are being studied. Previous work has indicated that teachers use more restricted and less elaborate language structures in speaking to children than they do in speaking to other adults. The reason for this behavior, and its effect on child development are unclear. It is possible that teachers use restricted speech patterns because children are not ready for more complex discussion. However, the possibility that the restricted speech is in fact inhibiting children's linguistic development also needs to be investigated. Both hypotheses are being studied by the present research. (2) The relationship between children's language repertoires and their thinking processes is also being explored. This research involves cross-cultural comparisons between children using standard and pidgin versions of English. The goal is to determine whether the structural characteristics of the language spoken by children affect the way in which they think and solve problems. (Author)

EP740223 $45,767 Rotberg

Linguistic Interactions among Children.
INVESTIGATOR McNeill, David
ADDRESS 5801 S Kenwood Avenue Chicago, Illinois 60637, (312) 753-1234
Chicago Univ, Ill
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005153
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Policy Studies Div
Illinois Congressional District Number 1
CONTRACT NIE-C-74-0031
FY74-$45,767 01-Dec-73 TO 30-Nov-74
DESCRIPTORS *Child Language, *Environmental Influences, *Interaction, *Psycholinguistics, *Speech Skills
IDENTIFIERS Early Learning, Essential Skills
Start Date 1 Dec 73 End Date 30 Nov 74

This is a basic research study in psycholinguistics. The objectives of the study are (a) to observe children's speech patterns when they are speaking to each other, and (b) to compare these to speech patterns in conversations between children and adults. A number of aspects of speech will be compared. These include (1) type of intonation, (2) number of repetitions, (3)complexity of grammatical structure, and (4) subject-matter areas selected for discussion, e.g., descriptions of events and objects, comments on behavior and utterances, information questions, "exam" questions, self descriptions, event and other-person descriptions, etc. The general goal of this type of research is to determine whether speech patterns are "universal" across cultural or socio-economic groups, or whether there are basic differences which might in part be determined by children's environment (for example, whether most of their time is spent with adults or with peers). (Author)

EP740224 $24,912 Elmendorf

Project to Evaluate Educational Products.
INVESTIGATOR Walton, Wesley W
ADDRESS Princeton, N J 08450, (609) 921-9000
Educational Testing Service, Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
New Jersey Congressional District Number 4
CONTRACT OEC-0-72-4450
FY74-$24,912 01-May-72 TO 30-Apr-73
DESCRIPTORS *Educational Resources, Evaluation Criteria, *Evaluation Techniques, *Information Dissemination, *Resource Materials
Start Date 1 May 72 End Date 30 Apr 73

The objectives of this project are (1) to gather information needed by the Office of Education to develop dissemination plans for selected educational products; (2) to develop criteria and procedures for conducting reviews and evaluations of each product in a pool provided by the Office of Education, (3) to identify from that pool the products to be designated for dissemination attention, (4) to arrange for key judgments on criteria formation, product evaluation, and dissemination-related selection to be made by a review panel of distinguished educators and lay leaders, and (5) to specify refinements in criteria and procedures to be applied to subsequent comparative review and evaluation of educational products. (Author)

EP740225 $22,673 Wise

A Procedural Field Test Instrumentation Monograph.
INVESTIGATOR Halbert, Michael H
ADDRESS 3508 Market Street, Philadelphia, Pa 19104
Institute for the Study of Inquiring Systems, Philadelphia, Pa
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Pennsylvania Congressional District Number 1
CONTRACT NIE-C-74-0014
FY74-$22,673 01-Oct-73 TO 31-Jan-74
Start Date 1 Oct 73 End Date 31 Jan 74

ISIS is to develop two monographs to capture the knowledge base developed by ISIS during its work on the field testing of 45 curriculum units in the CCEM Model I Program. Monograph I will be a procedural manual which will assist any other research group that wishes to develop and use innovative productive tests for children developed by ISIS for the Model I Program. Monograph II will be a case history report containing an interpretive and analytical overview of the role of ISIS in the Model I Program with emphasis on the possible improvements in the design, management, conduct, analysis, and reporting of the curriculum unit tests. It will also contain suggestions for overall improvements in the entire field test process. The monographs should help advance our ability to measure sensitively and meaningfully what young children are learning from educational experiences The productive tests represent a quite new approach to educational assessment that could have far-reaching application, the monographs should help stimulate discussion of this new approach A productive test involves creation or elaboration of many ideas associated with a concept to be learned, and is intended to measure depth and width of children's learning In contrast, must tests are convergent, intended to elicit one correct answer (Author)

EP740237 $22.594 Ingram

A Conference for the Examination of the Short-Range Potential of Computer-Managed Instruction.

INVESTIGATOR Mitzel, Harold E
ADDRESS 212 Keller Building, University Park, Pennsylvania 16802
Pennsylvania State Univ , University Park
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005152 PROPOSAL DATE 21 Jan 74
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
Pennsylvania Congressional District Number 23
CONTRACT NIE-C-74-0091
FY74-$22.594 06-May-74 TO 05-Apr-75
DESCRIPTORS *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Computers, *Conferences, Cost Effectiveness, Educational Planning, *Educational Researchers, Individualized Instruction, Instructional Technology, Systems Development, *Workshops
IDENTIFIERS CMI, *Computer Managed Instruction
Start Date 6 May 74 End Date 5 Apr 75

A three-day invitational conference/workshop is proposed for NIE sponsorship on the general theme of Computer-Managed Instruction The conference/workshop would be held in Chicago, Illinois during late September or early October It is anticipated that between 25-35 experienced researchers and developers from schools, higher education, industry, and military training would attend Eight experts from among the participants will be invited to demonstrate the highlights of a currently operating CMI system It is a workshop in the sense that the participants are themselves actively working with one or more CMI systems Access will be provided to the participants on a large computer in downtown Chicago Some of the questions to which the conference might be expected to address itself are as follows 1 Given the current amount of underutilization of installed computing power in education institutions, what proportion of the institutions could use a CMI application without a new central processor acquisition? 2 What modifications to existing operating systems would need to be made to accommodate CMI, and how much would these modifications cost? 3 Assuming that extensive use of CAI (tutorial applications) is two or more decades in the future, is it wise to invest in CMI developmental activities whose fruits might be realized in one decade? 4 Assuming there are about three distinct levels of complexity of CMI systems, which level at current computer costs offers the best instructional value? What level of complexity will offer the best instructional value in a decade from now? (Author)

EP740238 $54.243 Ingram

Study of Needs and Technological Opportunities in Home-based Education.

INVESTIGATOR Suppes, Patrick
ADDRESS Stanford, California 94305
Stanford Univ , Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005152 PROPOSAL DATE 4 Jan 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
California Congressional District Number 17
CONTRACT NIE-C-74-0108
FY74-$54.243 10-Jun-74 TO 10-Dec-74
DESCRIPTORS Cable Television, Computer Assisted Instruction, *Data Analysis, Economic Factors, *Educational Needs, *Educational Technology, *Home Instruction, *Home Programs, Instructional Television, Program Costs, Video Cassette Systems
Start Date 10 Jun 74 End Date 10 Dec 74

Given the variety of predictions about the increasing spread of cable television and the cheap availability of computers for interactive instruction, this project is designed to study both the needs and technological opportunities for home-based education for the rest of this decade and, more indirectly, for the rest of this century More specifically, this study will provide historical background on the many forms and varieties of home-based education in several educational traditions, ranging from private instruction in ancient Rome to private preparation of Mandarins for examinations in Imperial China It will provide an assessment of available data in order to determine the need for home-based education on the part of four broadly identifiable populations--handicapped students, adults seeking vocational education, adults seeking professional enrichment, and highly gifted students whose educational needs are not being adequately met in a regular school setting Analysis probably will yield additional populations whose needs should be assessed The possibilities of instructional television, cable television, and computer-assisted instruction as primary technological means of home-based education will be assessed and their limitations and potentialities considered Additional technologies such as video cassettes will be considered also Finally, the economics of using each of the technologies will be assessed (Author)

EP740239 $38.821 Holt

A Workshop to Assess the Impact of Recent Telecommunications Advances on the Development of Educational Television.

INVESTIGATOR Lusignan, Bruce B
ADDRESS Stanford, California 94305
Stanford Univ , Calif
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005152 PROPOSAL DATE Jan 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
California Congressional District Number 17
CONTRACT NIE-C-74-0120
FY74-$38.821 11-Jun-74 TO 22-Nov-74
DESCRIPTORS *Communication Satellites, Economic Change, Educational Technology, *Educational Television, Instructional Television, Media Technology, Program Coordination, Seminars, *Technological Advancement, *Telecommunication, Television Research, *Workshops
Start Date 11 Jun 74 End Date 22 Nov 74

This proposal is to allow Stanford University to conduct a one-week workshop to assess the impact of recent telecommunications advances on the development of educational television (ETV) Participants in the workshop would include the staff of the Educational Technology Center of NIE, Stanford staff and consultants, and individuals representative of the different institutions that can be expected to be a part of ETV in the near future The purpose of the workshop is to review the technological and economic changes and to discuss different actions that government and non-government institutions could take to foster the efficient development of educational television The workshop would be limited to between fifteen and twenty people Participants would be expected to actively contribute to the discussions and would be selected to represent the breadth of relevant background The Stanford staff and consultants would work with the NIE staff in selection of participants, would develop information with the participants prior to the workshop, would coordinate the workshop itself, and would prepare a written report on the outcome of the discussions If there is an informal agreement that funds would be available by mid March, the seminar can be held in late March '74 Due to the nature of the subject it should be held no later than June '74 The seminar would preferably be held in two 2 day sessions, but if necessary it could be held for five consecutive days It is suggested that two weekends be scheduled for the split meeting, or, if it is five consecutive days, that a weekend be included to facilitate participation of key people (Author)

EP740241 $106 421 Groen

Interactive Assessment of Differences in Cognition.
INVESTIGATOR Lunneborg, Clifford E , And Others
ADDRESS Dept of Psychology Mail Stop NI 25, Seattle, Washington 98195 (206) 543 1170
Washington Univ Seattle
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 8005152
National Inst of Education (DHEW), Washington D C Office of Programs National Inst of Education (DHEW), Washington D C Program for Productivity and Technology
Washington Congressional District Number 1
GRANT NIE G 74 0104
FY74 $106 421 28 Jun 74 TO 01 Mar 76
DESCRIPTORS Cognitive Ability, *Cognitive Measurement, *Cognitive Processes, *Computer Oriented Programs, *Computer Programs, Demonstration Projects, Individual Differences, *Intelligence Differences, Intelligence Tests, Measurement Techniques, Memory, Norms, Test Bias, Test Construction, Test Reliability
Start Date 28 Jun 74 End Date 1 Mar 76

Tests of cognitive performance (intelligence) grounded in a theory of cognitive functioning can be expected to be much less susceptible to cultural bias and to identify dimensions of individual variability that speak much more directly to how teaching might be differentially organized Recent basic research on the topic of individual differences in cognition, supported by the National Institute of Mental Health (NIMH) has indicated to us that it is possible to develop such a test, by relying upon our current knowledge of cognition and upon the availability of computer oriented techniques of testing The value of such a theoretical underpinning for cognitive assessments is that it provides a basis for evaluating generalizations of empirically effective manipulations On the strength of the basic research completed to date we argue in this proposal that we can now begin the development of these new measures of intelligence or cognitive processing Over three years, in parallel with the completion of the basic research under NIMH support, we propose to develop and demonstrate a computer driven, interactive system for assessing individual differences in cognition Support is requested here for translating our laboratory findings into measurement paradigms, for developing the interactive programming, and for implementing a demonstration system as necessary to establish reliability and normative data for the new measures in several populations of interest to education (Author)

EP740247 $38 936 Goodwin

Establishing Directions and Priorities for School Based Career Education and a Practitioner's Guide to the Design of Platforms for Curriculum Development.
INVESTIGATOR Eisner, Elliot, And Others
ADDRESS Box 4068 Santa Barbara California 93103 (805)969-3281
Center for the Study of Democratic Institutions, Santa Barbara, Calif
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington D C Office of Programs National Inst of Education (DHEW) Washington, D C Program for Education and Work
California Congressional District Number 13
CONTRACT NIE C 74 0048
FY74 $38 936 05 Feb 74 TO 04 Sep 74
DESCRIPTORS *Career Education, *Curriculum Development, *Curriculum Guides, Educational Objectives, Program Development, *Program Planning
IDENTIFIERS Career Education Program
Start Date 5 Feb 74 End Date 4 Sep 74

The work we intend to undertake is directed at helping the School-based Career Education Program of NIE set directions and priorities for program development in Career Education at this crucial stage in its life Essentially, we propose to advise the National Institute of Education on three matters and to produce a Practitioners' Guide to Curriculum Development which will make the results of our work available to a wide audience of curriculum developers The matters on which we propose to advise NIE are Part I The Purposes of Career Education, Part II Types of School-based Career Education Programs, Part III Ways of Designing Platforms for Curriculum Development, Part IV The Practitioners' Guide to Curriculum Platform-building (Author)

EP740248 $9 000 Holt

Development of Analytic Benchmarks to Guide NIE Phase III ESCD Contractor Selection.
INVESTIGATOR Jones, Martin V
ADDRESS 5400 Linden Court, Bethesda, Maryland 20014
Impact Assessment Inst , Bethesda, Md
ORG TYPE For Profit
AWARD TYPE NCOMP
CAN NO 8005152 PROPOSAL DATE 14 Dec 73
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington D C Program for Productivity and Technology
Maryland Congressional District Number 8
CONTRACT NIE C 74 0056
FY74 $9 000 21 Jan 74 TO 21 Apr 74
DESCRIPTORS *Contracts, *Demonstration Projects, *Evaluation Criteria, *Guides, *Program Evaluation
IDENTIFIERS Technology and Productivity Task Force
Start Date 21 Jan 74 End Date 31 Apr 74

During the last decade numerous massive demonstration projects have been conducted in a number of fields - education, income maintenance, public safety, urban renewal, etc Most of these projects were [illegible]mally evaluated in much the same way that it is propo[illegible] that the ESCD experiment be evaluated Most of thes[illegible]rior evaluations faced analytical challenges that were [illegible] many respects similar to those that will confront th[illegible]ESCD evaluation contractor Most of these evaluations have been debriefed in the sense that scattered throughout the professional literature there are analyses both by project participants and by independent observers that attempt to "evaluate the evaluations" The Institute proposes to compile a brief, pointed summary of the lessons learned by these past demonstration projects, and to make explicit the meaning these lessons have for the evaluation and selection of the ESCD Phase III contractor (Author)

EP740249 $46 970 Goodwin

Planning Activities to Guide the Implementation of Career Education Products and Activities.
INVESTIGATOR Packard, S
ADDRESS 1830 West Square Lake Road, Pontiac, Michigan 48055
Pontiac City School District, Mich
ORG TYPE State/Local Education Agency
AWARD TYPE NCOMP
CAN NO 48006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Michigan Congressional District Number 19
CONTRACT NIE C 74 0040
FY74 $46 970 01 Feb 74 TO 31 Aug 74
DESCRIPTORS *Career Education, *Program Guides, *Program Planning
Start Date 1 Feb 74 End Date 31 Aug 74

School District of the City of Pontiac is one of six (6) local school systems that has been awarded a grant to plan a career education program and appropriate implementation strategy In order to encourage realistic planning activities limited to local capacity to support career education programs, NIE will not provide funds for actual implementation of career education plans In planning for career education, school systems will specify program objectives, target groups, time-schedules for implementation, assess needed resources in light of available funds, and outline a strategy for implementing career education plans This planning activity is one part of a larger NIE study which will examine 1 the means by which school systems design a cohesive career education program which pieces together diverse fragments of NIE developed curriculum, commercially developed career education curriculum and locally developed programs, 2 the relationship between planning for career education and actual school system decision-making, and 3 the effectiveness of various strategies for implementing career education, and barriers encountered in attempting to translate plans into actual school practice (Author)

PROJECT RESUMES

EP740250 $50.000 Goodwin

Planning Activities to Guide the Implementation of Career Education Products and Activities.
INVESTIGATOR Henson, E Curtis
ADDRESS Administrative Bldg 224 Central Ave SW, Atlanta, Georgia 30303
Atlanta Public Schools, Ga
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 48006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Georgia Congressional District Number 5
CONTRACT NIE-C-74-0039
FY74 $50.000 01-Feb-74 TO 31-Aug-74
DESCRIPTORS *Career Education, *Program Guides, *Program Planning
Start Date 1 Feb 74 End Date 31 Aug 74

The Atlanta Public School System is one of six (6) local school systems that has been awarded a grant to plan a career education program and appropriate implementation strategy In order to encourage realistic planning activities limited to local capacity to support career education programs NIE will not provide funds for actual implementation of career education plans In planning for career education, school systems will specify program objectives, target groups, time-schedules for implementation, assess needed resources in light of available funds, and outline a strategy for implementing career education plans This planning activity is one part of a larger NIE study which will examine 1 the means by which school systems design a cohesive career education program which pieces together diverse fragments of NIE developed curriculum, commercially developed career education curriculum and locally developed programs 2 the relationship between planning for career education and actual school system decision-making, and 3 the effectiveness of carious strategies for implementing career education, and barriers encountered in attempting to translate plans into actual school practice (Author)

EP740251 $64,142 Holt

Analysis and Assessment of the Education Satellite Communications Demonstration.
INVESTIGATOR Posner
ADDRESS 1025 Connecticut Ave, N W Washington DC 20036
Practical Concepts, Inc Washington, D C
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 4B005152
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
District of Columbia
CONTRACT NIE-C-74-0047
FY74 $64,142 15-Jan-74 TO 30-May-76
DESCRIPTORS *Communication Satellites, *Demonstration Programs, Educational Technology, *Educational Television, Program Evaluation
IDENTIFIERS Productivity and Technology Program
Start Date 15 Jan 74 End Date 30 May 76

The National Institute of Education has awarded grants to the Federation of Rocky Mountain States, Inc, the Appalachian Regional Commission, and the State of Alaska's Office of Telecommunications, enabling each to participate in a satellite education television demonstration program These organizations will conduct and manage the operational aspects of the satellite demonstration program These organizations will also gather and analyze operational data about their own components of this demonstration The demonstration program is expected to begin about May 1974 and continue for approximately one year The Contractor shall provide all necessary qualified personnel, facilities, materials and services (including travel and subsistence) required to produce a useable design, for the assessment and analysis of the Educational Satellite Communications Demonstration (Author)

EP740252 $150.000 Coulson

Consortium of State Departments of Education as a Diffusion Strategy.
INVESTIGATOR Walters, Rob R
ADDRESS 1031 Quarrier St, P O Box 1348, Charleston, West Virginia 25325
Consortium of State Departments of Education in the Appalachian Region, Charleston, W Va
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
West Virginia Congressional District Number 3
CONTRACT NIE-C-74-0059
FY74 $150.000 01-Mar-74 TO 30-Jun-75
DESCRIPTORS *Consortia, *Early Childhood Education, Educational Programs, Evaluation, *Information Dissemination, *Preschool Programs, *State Departments of Education
IDENTIFIERS *Marketable Preschool Education Program, MPEP
Start Date 1 Mar 74 End Date 30 Jun 75

The program objectives are 1) to foster the operation and expansion of the Consortium of State Departments of Education in the Appalachian Region as a strategy to diffuse R & D products, generally, and an early childhood education programs, specifically, and to disseminate MPEP information to member states, 2) to design a study for the evaluation of the MPEP diffusion strategy To meet the above objectives the Appalachia Educational Laboratory will a) foster the operation and expansion of the Consortium of State Departments of Education in the Appalachian Region of assisting the planning, coordinating, and conducting of all Board and task force sessions of the Consortium, b) facilitate new member states' admission to the Consortium, c) disseminate MPEP information to member states, and d) design a study for evaluation of the Consortium as a diffusion strategy for MPEP The program outputs will consist of 1) an intact, operating Consortium of State Departments of Education in the Appalachian Region prepared to deliver and implement MPEP, 2) a design for the evaluation of the Consortium as a strategy for diffusing R & D products generally and MPEP specifically, 3) a technical report documenting ad hoc evaluation efforts servicing the program decision-makers, and 4) a final report describing the activities followed to expand and operate the Consortium and to disseminate MPEP (Author)

EP740253 $59,750 Mays

Conference on Current Research Approaches to the Neural Mechanisms of Learning and Memory.
INVESTIGATOR Rosenzweig, Mark R, Bennett, Edward L
ADDRESS 3210 Tolman Hall, Berkeley, California 94720
California Univ, Berkeley
ORG TYPE Individual
AWARD TYPE NCOMP
CAN NO 4B001150 PROPOSAL DATE 5 Jul 73
National Inst of Education (DHEW), Washington, D C Office of the Director
California Congressional District Number 7
CONTRACT NIE-C-74-0044
FY74 $59,750 01-Mar-74 TO 30-Nov-74
DESCRIPTORS Biochemistry, Biology, *Conferences, *Information Processing, *Learning, *Memory, *Neurological Organization
Start Date 1 Mar 74 End Date 30 Nov 74

Especially in the last two decades, investigators from many disciplines, including neurophysiology, biochemistry, genetics, and neuroanatomy, have joined in the effort to identify the neural processes underlying learning and memory storage Investigators of these different disciplines are studying some of the phenomena of learning and memory from different points of view Levels of analysis extend all the way from the complex system of the integrated human being to the properties of individual neurons that make possible such behavior Current study of learning and memory shows a wide diversity of experimental subjects and of research techniques, each of the current methods yields valuable information, and taken together they are providing a comprehensive structure of knowledge and of increased understanding Some of the main current approaches to the study of learning and memory will be included in the NIE-sponsored Conference on Neural Mechanisms of Learning and Memory, June 1974 (Author)

EP740254 $38 055 Holt

Analysis and Assessment of the Education Satellite Communications Demonstration
INVESTIGATOR Tressell George
ADDRESS 505 King Avenue Columbus Ohio 43201
Battelle Memorial Inst Columbus Ohio
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B005152
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Productivity and Technology
Ohio Congressional District Number 15
CONTRACT NIE-C-74-0045
FY74 $38,055 26 Feb 74 TO 26 May 74
DESCRIPTORS *Communication Satellites *Demonstration Programs Educational Technology *Educational Television Program Evaluation
IDENTIFIERS Productivity and Technology Program
Start Date 26 Feb 74 End Date 26 May 74

The National Institute of Education has awarded grants to the Federation of Rocky Mountain States Inc , the Appalachian Regional Commission and the State of Alaska s Office of Telecommunications enabling each to participate in a satellite education television demonstration program These organizations will conduct and manage the operational aspects of the satellite demonstration program These organizations will also gather and analyze operational data about their own components of this demonstration The demonstration program is expected to begin about May 1974 and continue for approximately one year The Contractor shall provide all necessary qualified personnel facilities materials and services (including travel and subsistence) required to produce a useable design for the assessment and analysis of the Educational Satellite Communications Demonstration (Author)

EP740255 $57 191 Holt

Analysis and Assessment of the Education Satellite Communications Demonstration
INVESTIGATOR DeWitt Lawrence
ADDRESS Merrill Lane University Heights Syracuse New York 13210
Syracuse Univ Research Corp N Y
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B005152
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Productivity and Technology
New York Congressional District Number 32
CONTRACT NIE-C-74-0046
FY74 $57 191 26 Feb 74 TO 26 May 74
DESCRIPTORS *Communication Satellites *Demonstration Programs Educational Technology *Educational Television Program Evaluation
IDENTIFIERS Productivity and Technology Program
Start Date 26 Feb 74 End Date 26 May 74

The National Institute of Education has awarded grants to the Federation of Rocky Mountain States Inc the Appalachian Regional Commission and the State of Alaska s Office of Telecommunications enabling each to participate in a satellite education television demonstration program These organizations will conduct and manage the operational aspects of the satellite demonstration program These organizations will also gather and analyze operational data about their own components of this demonstration The demonstration program is expected to begin about May 1974 and continue for approximately one year The Contractor shall provide all necessary qualified personnel facilities materials and services (including travel and subsistence) required to produce a useable design for the assessment and analysis of the Educational Satellite Communications Demonstration (Author)

EP740256 $56 108 Randour

The Development of Career Awareness in Children
INVESTIGATOR Leifer Aimee Dorr Lesser Gerald S
ADDRESS Graduate School of Education Larsen Hall Appian Way Cambridge Mass 02138 (617)495-3541
Harvard Univ Cambridge Mass
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150 PROPOSAL DATE 22 Feb 74
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Education and Work
Massachusetts Congressional District Number 8
GRANT NIE-G-74-0057
FY74 $56,108 15 Jun 74 TO 31 Mar 75
DESCRIPTORS Career Choice *Career Education *Child Development Children Comprehension Development Conferences Consultants Discriminatory Attitudes (Social) Early Childhood Education Employment Opportunities Literature Reviews *Occupational Aspiration Occupational Guidance *Perception Racial Discrimination Role Perception Sex Discrimination *Social Influences
Start Date 15 Jun 74 End Date 31 Mar 75

For most adults the occupation they hold plays a determining role in their lives While the range of occupations that one may hold is very wide those held by women and members of various minority groups tend to be in a fairly narrow range and relatively restricted to the lower status occupations The developmental course of occupational awareness and orientation that leads to these outcomes is not well understood nor are the factors influencing it This proposal seeks to gather together what is known about career awareness in very young children and to trace its development into adolescence and adulthood The final product would be a working paper derived from literature reviews consultations with experts in the field reviews of existing educational materials and intervention programs, and two conferences The completed paper would summarize the existing literature specify alternative designs for additional investigations that will permit the development of programs for change and describe existing materials and programs which may be used for career education of young children (Author)

EP740258 $50 000 Goodwin

Planning Activities to Guide the Implementation of Career Education Products and Activities
INVESTIGATOR Myers R Hooper J
ADDRESS Box 3307 Los Angeles Calif 90051
Los Angeles Unified School District Calif
ORG TYPE State Local Education Agency
AWARD TYPE NCOMP
CAN NO B4006150
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Education and Work
California Congressional District Number 29
CONTRACT NIE-C-74-0038
FY74 $50 000 01-Dec-73 TO 30-Jun-74
DESCRIPTORS *Career Education *Program Guides *Program Planning
Start Date 1 Dec 73 End Date 30 Jun 74

Los Angeles City Unified School District is one of six (6) local school systems that has been awarded a grant to plan a career education program and appropriate implementation strategy In order to encourage realistic planning activities limited to local capacity to support career education programs NIE will not provide funds for actual implementation of career education plans In planning for career education school systems will specify program objectives target groups time-schedules for implementation assess needed resources in light of available funds and outline a strategy for implementing career education plans This planning activity is one part of a larger NIE study which will examine 1 the means by which school systems design a cohesive career education program which pieces together diverse fragments of NIE developed curriculum commercially developed career education curriculum and locally developed programs 2 the relationship between planning for career education and actual school system decision-making and 3 the effectiveness of various strategies for implementing career education and barriers encountered in attempting to translate plans into actual school practice (Author)

EP740259 $49.980 Goodwin

Planning Activities to Guide the Implementation of Career Education Products and Activities.
INVESTIGATOR Fanelli, R., And Others
Hackensack Public Schools, N.J
ORG TYPE State/Local Education Agency
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D.C Office of Programs.National Inst of Education (DHEW), Washington, D.C Program for Education and Work
New Jersey Congressional District Number 7
CONTRACT NIE-C-74-0042
FY74-$49.980 01-Feb-74 TO 31-Aug-74
DESCRIPTORS *Career Education, *Program Guides, *Program Planning
Start Date 1 Feb 74 End Date 31 Aug 74

Hackensack Public Schools are one of six (6) local school systems that has been awarded a grant to plan a career education program and appropriate implementation strategy. In order to encourage realistic planning activities limited to local capacity to support career education programs, NIE will not provide funds for actual implementation of career education plans. In planning for career education, school systems will specify program objectives, target groups, time-schedules for implementation, assess needed resources in light of available funds, and outline a strategy for implementing career education plans. This planning activity is one part of a larger NIE study which will examine: 1 the means by which school systems design a cohesive career education program which pieces together diverse fragments of NIE developed curriculum, commercially developed career education curriculum and locally developed programs, 2 the relationship between planning for career education and actual school system decision-making, and 3 the effectiveness of various strategies for implementing career education, and barriers encountered in attempting to translate plans into actual school practice. (Author)

EP740261 $40.328 Rotberg

Family Influences in Children's Characteristics: Some Methodological and Substantive Models.
INVESTIGATOR Wiley, David E
ADDRESS 10646 St Charles Rock Road, St Ann, Missouri 63074 (314)997-6112
Central Midwestern Regional Educational Lab., St Ann, Mo
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005153
National Inst of Education (DHEW), Washington, D.C Office of Research.National Inst of Education (DHEW), Washington, D.C Policy Studies Div
Missouri Congressional District Number 2
CONTRACT NIE-C-74-0032
FY74-$40.328 01-Dec-73 TO 30-Nov-75
DESCRIPTORS Child Development, Family Influence, *Models, *Research Methodology, Simulation, *Statistical Analysis
IDENTIFIERS University of Chicago
Start Date 1 Dec 73 End Date 30 Nov 75

This program is addressed to methodological problems encountered in understanding family influences on early childhood sociolization and education. The major task will be reanalyses of existing data using programs developed under earlier contracts. Staff will apply these longitudinal models to an existing data pool, the Jordan Longitudinal Study data. Analyses are planned on the social background of the family. Data analyses will also be performed using a new longitudinal model, these analyses will typically be simulation studies and debugging runs for programs designed to implement new data-analytic strategies. (Author)

EP740267 $65.000 Segal

Economic Evaluation of Programmed Course of Instruction.
INVESTIGATOR Lumsden, Keith G
ADDRESS Edinburgh, Scotland
Heriot-Watt Univ., Edinburgh (Scotland)
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B005152
National Inst of Education (DHEW), Washington, D.C Office of Programs
National Inst of Education (DHEW), Washington, D.C Program for Productivity and Technology
Scotland
GRANT NIE-G-74-0102
FY74-$65.000 28-Jun-74 TO 28-Dec-74
DESCRIPTORS *Cost Effectiveness, *Higher Education, *Program Development, *Programed Instruction
Start Date 28 Jun 74 End Date 28 Dec 74

This procurement, a planning study for a developmental project on programmed courses of instruction in higher education, resulted from an unsolicited proposal from a group of researchers whose work in this area has been published in a number of academic journals. Any research done in the area of programmed courses of instruction in higher education would have to take into consideration and build upon what these investigators have done in the past. Because the project being designed under this planning grant will build upon their previous work, for example, using a data base and investigative methods they have built up from past experiments, these investigators offers a capability for carrying out the proposed project that is not available from another source. In doing their past research, these investigators have developed contacts and working relationships with a wide range of institutions of higher learning that are necessary for the conduct of this research. (Author)

EP740293 $35.887 Ingram

Contractor to Act as the National Correspondent to the International Information Center for Computer Science and Computer Usage in Schools.
INVESTIGATOR Kessler, H Eugene
ADDRESS Interuniversity Communications Council, Inc., Princeton, New Jersey 08540
Interuniversity Communications Council (EDUCOM), Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005152 PROPOSAL DATE 14 Mar 74
National Inst of Education (DHEW), Washington, D.C Office of Programs.National Inst of Education (DHEW), Washington, D.C Program for Productivity and Technology
New Jersey Congressional District Number 4
CONTRACT NIE-C-74-0109
FY74-$35.887 10-Jun-74 TO 10-Jun-75
DESCRIPTORS Clearinghouses, *Computer Science, Computer Science Education, *Data Bases, *Data Collection, Information Centers, Information Dissemination, Information Networks, Information Systems, *International Organizations, Newsletters, Secondary Education
Start Date 10 Jun 74 End Date 10 Jun 75

The Centre for Educational Research and Innovation, an activity of the Organization for Economic Co-operation and Development has established an International Information Centre for Computer Science and Computer Usage in Schools. The Centre has been set up in conjunction with the Scottish Educational Department and the Department of Education and Science of the United Kingdom for a trial period of two years. It will publish six newsletters per year and distribute longer articles and research papers. The Centre will also act as an information clearinghouse. EDUCOM proposes to act as the national correspondent for the United States to the International Information Centre on Computer Science in Schools. In this connection, EDUCOM would be responsible for distributing the newsletter to those schools interested in receiving it, establishing a data base on the work being done in computer science and the use of computers in education, forwarding information and developments in the United States for inclusion in the newsletter, identifying persons and organizations in the United States with ongoing programs in this area, serving as a conduit for the flow of inquiries and information between schools in the

United States and the International Information Centre, and working with the International Centre on the publication of research papers and longer articles (Author)

EP740331 $49,998 Goodwin

Planning Activities to Guide the Implementation of Career Education Products and Activities.

INVESTIGATOR Blum Robert
ADDRESS 809 Quail Street, Lakewood, Colorado 80215
Jefferson County Public Schools, Lakewood, Colo
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW) Washington, D.C. Program for Education and Work
Colorado Congressional District Number 2
CONTRACT NIE-C-74-0041
FY74 $49,998 01-Feb-74 TO 31-Aug-74
DESCRIPTORS *Career Education *Program Guides *Program Planning
Start Date 1 Feb 74 End Date 31 Aug 74

Jefferson County Public Schools are one of six (6) local school systems that has been awarded a grant to plan a career education program and appropriate implementation strategy. In order to encourage realistic planning activities limited to local capacity to support career education programs, NIE will not provide funds for actual implementation of career education plans. In planning for career education, school systems will specify program objectives, target groups, time schedules for implementation, assess needed resources in light of available funds, and outline a strategy for implementing career education plans. This planning activity is one part of a larger NIE study which will examine 1. the means by which school systems design a cohesive career education program which pieces together diverse fragments of NIE developed curriculum, commercially developed career education curriculum and locally developed programs, 2. the relationship between planning for career education and actual school system decision-making, and 3. the effectiveness of various strategies for implementing career education, and barriers encountered in attempting to translate plans into actual school practice. (Author)

EP740343 $15,000 Laube

Remote Access Computer Time Sharing Services.

INVESTIGATOR Leavit, Michael
ADDRESS 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036
Brookings Institution, Washington, D.C.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B003600
National Inst. of Education (DHEW), Washington, D.C. Office of Administration
District of Columbia
CONTRACT NIE-C-74-0060
FY74 $15,000 21-Mar-74 TO 01-Sep-74
DESCRIPTORS *Computers, *Time Sharing
Start Date 21 Mar 74 End Date 1 Sep 74

This contract provides for on-line time sharing computer services. These services are used by NIE researchers in support of many various research projects. Systems utilized include SPSS, Fortran and the APL programming languages. Brookings provides the major research computer support at NIE. (Author)

EP740344 $83,891 Turk

Program on Teaching and Linguistic Pluralism.

INVESTIGATOR Politzer, Robert L.
ADDRESS 225 Ensino Hall, Stanford, Calif. 94135
Stanford Univ., Calif.
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4 B005158
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
California Congressional District Number 17
CONTRACT NIE-C-74-0049
FY74 $83,891 01-Jan-74 TO 30-Nov-74
DESCRIPTORS Achievement Gains, Attitude Tests, *Bilingual Students, *Language Tests, *Mexican Americans, Negro Dialects, Student Testing, *Teacher Attitudes, Test Construction
Start Date 1 Jan 74 End Date 30 Nov 74

The objectives of this program are (1) to further refine and establish validity and reliability for student bilingual (English-Spanish) and bidialectal (standard nonstandard Black English) tests developed during 1973/74, and (2) to assess the impact of the use of those tests on teachers' attitudes toward Mexican-American Spanish and nonstandard Black English, and to determine whether teachers' attitudes or change of attitude toward Mexican-American Spanish or nonstandard Black English relate significantly to pupil achievement. The accomplishment of these objectives will be effected by (1) administration of bilingual and bidialectal balance tests to larger student population (approximately 300 for each test), further validity and reliability study and subsequent readministration to same student population toward the end of school year, (2) construction and aministration of instruments measuring teachers' attitudes toward Mexican-American Spanish and nonstandard Black English, (3) readministration of the same instruments to the same teachers after introduction and administration of student test, and (4) correlation of measures of teacher attitude and attitude change with various measures of pupil achievement, including gains in language proficiency as measured by student bilingual and bidialectal tests. (Author)

EP740345 $50,000 Goodwin

Planning Activities to Guide the Implementation of Career Education Products and Activities.

INVESTIGATOR Raymond, William R.
ADDRESS 459 North Stapley Drive, Mesa, Arizona 85203
Mesa Public Schools, Ariz
ORG TYPE State /Local Education Agency
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Arizona Congressional District Number 1
CONTRACT NIE-C-74-0043
FY74 $50,000 01-Apr-74 TO 31-Oct-74
DESCRIPTORS *Career Education, *Program Guides, *Program Planning
Start Date 1 Apr 74 End Date 31 Oct 74

Mesa Public Schools are one of six (6) local school systems that has been awarded a grant to plan a career education program and appropriate implementation strategy. In order to encourage realistic planning activities limited to local capacity to support career education programs, NIE will not provide funds for actual implementation of career education plans. In planning for career education, school systems will specify program objectives, target groups, time schedules for implementation, assess needed resources in light of available funds, and outline a strategy for implementing career education plans. This planning activity is one part of a larger NIE study which will examine 1. the means by which school systems design a cohesive career education program which pieces together diverse fragments of NIE developed curriculum, commercially developed career education curriculum and locally developed programs, 2. the relationship between planning for career education and actual school system decision-making, and 3. the effectiveness of carious strategies for implementing career education, and barriers encountered in attempting to translate plans into actual school practice. (Author)

EP740346 $57,211 Cash

Development and Implementation of an NIE Program Management System.

INVESTIGATOR Spiegel, Mitchel
ADDRESS Federal Systems Division, 962 Wayne Ave., Silver Spring, Md. 20910, (301)589-8371
Programming Methods, Inc., Silver Spring, Md
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 4B003650 PROPOSAL DATE 6 Mar 74
National Inst. of Education (DHEW), Washington, D.C. Office of Administration

Maryland Congressional District Number 8
CONTRACT NIE-C-74-0081
FY74 $37,211 01-Apr-74 TO 31-Jul-74
DESCRIPTORS Computer Programs, Data Bases, Electronic Data Processing, Information Retrieval, *Management Information Systems, Systems Analysis
Start Date 1 Apr 74 End Date 31 Jul 74

This contract will support the development and implementation of an automated data processing system designed to assist NIE management in the capturing and reporting of vital information relating to NIE contracts, grants and inhouse projects. This is the first system to be implemented as a part of the Institute's overall plan for an integrated management information system. (Author)

EP740347 $450,663 Chalker

Support Services for Two Major Planning Conferences for the Task Force on Educational Personnel and the Task Force on Essential Skills.
INVESTIGATOR Pittaway, Alan R.
ADDRESS 1025 Connecticut Ave. N.W. Washington, D.C. 20036
Young (Arthur) and Co., Washington, D.C.
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO B005151
CAN NO B005157
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
District of Columbia
CONTRACT NIE-C-74-0079
FY74 $327,758 26-Mar-74 TO 30-Oct-74
FY75 $122,905 26-Mar-74 TO 30-Oct-74
DESCRIPTORS *Ancillary Services, *Basic Skills, *Conferences, *Personnel, *Program Planning
Start Date 26 Mar 74 End Date 30 Oct 74

The contractor will be responsible for the simultaneous preparation and support of two conferences for the Task Forces on Education Personnel and Essential Skills. The dates of the major meetings will be separated. Therefore it is expected that experience gained in the procedures for one planning effort will provide guidance to the other planning effort. The general tasks for which service is requested include the following: preparation of conference guidance materials, organization and support of a preconference planning session, organization and support of the conference itself, and organization and production of public reports from the conference. (Author)

EP740348 $9,893 Goodwin

Investigation of the Abandonment Rate and Causes of Abandonment of Innovations in Secondary Schools.
INVESTIGATOR Aslin, Neil; De Arman, John
ADDRESS University Hall, Columbia, Missouri 65201 (314)882-2121
Missouri Univ., Columbia
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Missouri Congressional District Number 8
GRANT NIE-G-74-0005
FY74 $9,893 15-Mar-74 TO 15-Sep-75
DESCRIPTORS *Educational Change, *Educational Innovation, *Secondary Schools
Start Date 15 Mar 74 End Date 15 Sep 75

The low durability of educational innovations is an increasingly recognized problem. Recent studies indicate that schools employ new organizational and pedagogical techniques much more frequently than is commonly thought. Fewer innovations, however, are successfully implemented and persist beyond an initial trial period. This study will survey 3,700 high school administrators in order to assess: a. The rate at which 31 selected educational innovations have been accepted in schools; b. The rate of abandonment following trial of 31 innovations in such areas as organization, curriculum, technology and personnel; and c. Causes for abandonment of innovations during the years 1965-73. (Author)

EP740404 $13,996

Acquisition and Retention of Complex Semantic Ideas.
INVESTIGATOR Hoppe, Richard B.
ADDRESS Dept. of Psychology, Gambier, Ohio 43022 (614)427-2244, Ext. 335
Kenyon Coll., Gambier, Ohio
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Ohio Congressional District Number 17
GRANT NIE-G-74-0010
FY74 $13,996 20-Jun-74 TO 01-Jul-76
DESCRIPTORS *Abstraction Levels, *Cognitive Processes, *Memory, *Retention Studies, Semantics, *Sentences
Start Date 20 Jun 74 End Date 1 Jul 76

The purpose of the proposed research is to study the acquisition and retention of complex semantic ideas that are presented to Ss in a series of sentences experienced nonconsecutively in time. The question addressed is what is it that a person knows when he/she is said to know, e.g., the content of a complex sentence or paragraph when the person cannot reproduce the sentence or paragraph, but can produce an acceptable paraphrase or recognize components of it? The research is directed at both the way in which complex semantic ideas are represented in memory and at the processes involved in their acquisition. Three specific studies are proposed dealing with (a) the influence of pre-experimental dispositions to respond on Ss' memory for ideas, (b) the rate and variables affecting the acquisition of complex semantic ideas, and (c) the retention of the complex semantic ideas. The procedures to be used are derived from the work of Bransford and Franks (1971) who, following a constructive theory of memory (as distinguished from, e.g., a trace reproduction theory), found evidence that Ss know more than what was presented in an acquisition experience. They know relations that they didn't explicitly hear in acquisition, and which had to have been constructed by Ss out of raw material supplied in an acquisition experience. The first part of the proposed research is designed to study pre-experimental dispositions to respond. The second part of the proposed research will study the acquisition process itself. The third part of the proposed research is designed to look at the retention of the semantic wholes constructed in the acquisition phase. The implications of the proposed research are both theoretical and applied. On the theoretical side, the research will serve to clarify and expand a new approach to the problem of the representation in memory of knowledge acquired from linguistic inputs. On the applied side, it will, in the acquisition studies, yield information on methods for facilitating the acquisition of complex semantic ideas, clarifying the interactive roles of pre-experimental knowledge and new information. (Author)

EP740409 $160,000

Structure and Learning from Natural Prose.
INVESTIGATOR McConkie, George W.
ADDRESS Dept. of Education, Ithaca, N.Y. 14850 (607)256-2063
Cornell Univ., Ithaca, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 27
GRANT NIE-G-74-0018
FY74 $79,952 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Cognitive Measurement, College Students, *Discourse Analysis, *Information Processing, Learning Processes, Memory, Prose, *Recall (Psychological), *Retention Studies
Start Date 20 Jun 74 End Date 30 Jun 77

The studies proposed here investigate what aspects of a passage college students tend to remember from reading it. Of particular concern are the influences of passages' content structure on storage and retrieval. Also, an attempt will be made to develop an interactive computer technique to reveal structural characteristics of subjects' cognitive representation of information from passages. Individual differences and the influence of task variables on this structure will be studied, along with the relation between cognitive structure characteristics and the types of questions students are able to answer. Passages will be analyzed by Meyer's (1974) adaptation of Grimes' (in press) discourse analysis approach, to obtain representations of their content structures. Passages having different structural characteristics will be prepared to enable the assessment of the effects of passage structure, types of relationships, and emphasis characteristics on what tends to be recalled. Subjects will read the passages one or more times, and then immediately or after a delay produce free recalls of all the information they can remember from the passage. These recalls will be scored for the presence of content and relationship units identified in the original passage. They will also be analyzed by Meyer's technique to obtain their content structure, so this can be compared with the structure of the original passage. Assuming that the content structure of a subject's free recall provides an indication, though incomplete, of the structure of his cognitive representation of information from the passage, that content structure will be augmented by his answers to computer-selected questions which test his retention of aspects of the passage not present in his free recall. The findings of this research will contribute to a cognitive theory of learning from prose. (Author)

EP740412 $55,000 Brainard

Evoked Potential Correlates of Some Aspects of Meaning.

INVESTIGATOR: Sutton, Samuel
ADDRESS: 722 West 168 Street, N.Y., N.Y. 10032, (212)927-8827
New York State Dept. of Mental Hygiene, Albany
ORG TYPE: State/Local Education Agency
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
New York Congressional District Number 28
GRANT: NIE-G-74-0042
FY74-$55,000 20-Jun-74 TO 31-Mar-76
DESCRIPTORS: Auditory Tests, *Cognitive Processes, *Electroencephalography, Interdisciplinary Approach, *Neurolinguistics, *Psychophysiology, *Stimulus Behavior, Thought Processes, Visual Stimuli
IDENTIFIERS: *Evoked Potential
Start Date: 20 Jun 74 End Date: 31 Mar 76

The proposed research is concerned with the brain correlates of the nature and acquisition of meaning with particular emphasis on cognitive and linguistic processes. It is designed to extend and clarify our previous findings which show that evoked potentials recorded from human scalp are highly sensitive to the meaning of stimuli, at least in the sense of their salience to the subject. We begin with the experimental delineation of the relationships among several variables which arose in our prior work on the evoked potential correlates of different modes of manipulating the degree of uncertainty of the stimulus, and on the evoked potential correlates of being right or wrong with respect to some choice. These first experiments are seen as having relevance to all systems of meaning. The research plan moves on to experiments with linguistic meaning, as well as with synthetic models in which meaningfulness is attributed to previously meaningless stimuli. The experiments on natural and synthetic linguistic meaning include labelling and classifying operations, arithmetical operations, learning of limited sets of meaning in both rote-learning and problem-solving paradigms, and manipulations of color terminology, of the system of kinship terms, and of the information values of words in continuous passages of ordinary language. A basic methodological theme throughout this work is the utilization of designs in which the same stimulus is endowed with definably different meanings, or different stimuli are endowed with the same meaning. An important innovation in the proposed work is our use of an interdisciplinary approach which permits us to focus on the problem of meaning as the major thrust of our research effort. (Author)

EP740417 $88,445

The Influence of Non-Linguistic Knowledge on Perceiving and Verifying Sentences.

INVESTIGATOR: Barclay, J. R.
ADDRESS: Dept. of Psychology, Boulder, Colorado 80302, (303)443-2211, Ext. 8850
Colorado Univ., Boulder
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 27 Mar 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Colorado Congressional District Number 2
GRANT: NIE-G-74-0019
FY74-$43,445 20-Jun-74 TO 31-Dec-75
DESCRIPTORS: *Auditory Perception, *Cognitive Processes, *Information Processing, Linguistics, *Listening Comprehension, *Sentences
IDENTIFIERS: *Language Processing
Start Date: 20 Jun 74 End Date: 30 Jun 77

The proposed research is designed to contribute to the elaboration of a recently formulated view of language processing as a constructive activity in which comprehension is dependent on the assimilation of linguistically expressed information to relevant contexts of non-linguistic knowledge ("world knowledge"). With respect to models of language processing, this phenomenon is theoretically important in that it refutes the common tacit assumption that contextual knowledge used in comprehension exerts its influence after a perceptual representation of a sentence has been constructed or established. Seven of the proposed studies are designed to explore this influence of contextual knowledge on immediate perception of sentences. Additional aspects of contextual influences on linguistic processing are to be investigated in three studies of sentence verification, which seek to demonstrate that knowledge about unmentioned properties of objects discussed in sentences is "primed" as a function of the relevance of those properties to the situation or event described. The basic paradigm in the speech perception experiments consists of asking subjects to shadow aloud sentences presented against a noisy background, with the comprehensibility of the sentences manipulated by controlling the ease with which they can be related to appropriate contextual knowledge essential for comprehension (e.g., by providing or withholding contextual cues, topics, passage titles, etc.). (Author)

EP740418 $15,000

Syntactic Analysis of Elementary School Reading Materials.

INVESTIGATOR: Levy, Beatrice K.
ADDRESS: 134 N. Long Beach Avenue, Freeport, New York 11520, (516)378-5059
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 21 Mar 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 4
GRANT: NIE-G-74-0015
FY74-$15,000 30-Jun-74 TO 30-Jun-75
DESCRIPTORS: *Elementary School Curriculum, Instructional Materials, *Reading Materials, *Reading Tests, *Sentence Structure, *Syntax, Transformation Generative Grammar
Start Date: 30 Jun 74 End Date: 30 Jun 75

The objective of the research is to answer the following questions: 1) Do reading instruction books provide sequential presentations of complex syntactic structures at successive grade levels? 2) Do the syntactic structures in standardized reading tests correspond to the structures in instructional books at successive grade levels? Sequential trends of occurrence of nine selected structures will be identified in the reading text of six published series designed for use in Grades One through Sic. The nine items have been selected within the framework of transformational generative grammar theory, which permits analysis of underlying complexities of the surface structures in sentences. Appearance of the structures will be compared to their occurrence in corresponding levels of two reading achievement tests used in many schools. A pilot survey showed that the grammatical constructions did appear in some reading books and texts. The results of the research will provide data useful for determining specific sources of pupils' understanding of reading materials. Researchers and teachers will have available descriptions of patterns which can be used as instruments to test children's understanding of grammatical variables in reading materials. Instruction to overcome deficiencies will have been indicated. If gaps in presentations, heavy loadings of complexities, or other poorly sequenced trends are revealed, publishers will have available a rationalized basis for developing future materials. (Author)

EP740432 $119,649

Visual Interest Maintenance in Motion Pictures and Text.
INVESTIGATOR Hochberg, Julian
ADDRESS Psychology Dept., 314 Schermerhorn Hall, New York, N.Y. 10027, (212)280-4585
Columbia Univ., New York, N.Y.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050
CAN NO 4B005157 PROPOSAL DATE 2 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 20
GRANT NIE-G-74-0099
FY74-$59,649 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Cognitive Processes, Educational Psychology, *Eye Movements, *Films, *Reading Materials, *Visual Perception
IDENTIFIERS *Perceptual Momentum
Start Date 20 Jun 74 End Date 30 Jun 77

We have two objectives. (1) To formulate, test and revise theoretical models of how short-term visual interest (or perceptual momentum) is maintained during the intentional perception of sequential material such as looking at motion pictures or reading text. (2) To attempt a specific application of the theory that underlies this research in a procedure which uses picture, text and sound-track combinations to induce recognition of words, previously beyond the subject's reading vocabulary, without overt drill. Toward the first objective, we will construct short film sequences containing pictures and text, vary their required comprehension time and cutting rate, and measure the perceptual momentum that sustains the subject's visual inquiry and search when no extrinsic task commands his continued vigilance. The function so obtained will be cross-validated and applied to reading pages of text, as well. Several measures of perceptual momentum will be tested, but it is probable that measures that depend on the time course of eye movement distributions will be most profitable for this purpose. Toward the second objective, we will devise and construct sequential displays in which the comprehensibility of the pictorial material, taken alone, is too low to maintain optimal perceptual momentum at the presentation rate used, but is adequate for that rate when verbal material is added in the form of text and sound-track. The text and sound-track will include words that are within the subject's speaking vocabulary but that are beyond his reading vocabulary; in half the cases these words will be omitted from the sound track and replaced by white noise of the same duration, and it is these words that the subject should theoretically learn to read with no separate training. (Author)

EP740438 $4,035

Prediction of Reading Ability from Early Language Skills.
INVESTIGATOR Fischer, Karen M
ADDRESS Tanyard Road, Sewell, New Jersey 08080, (609)468-5000, Ext. 231
Gloucester County Coll., Sewell, N.J.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New Jersey Congressional District Number 1
GRANT NIE-G-74-0009
FY74-$4,035 20-Jun-74 TO 30-Aug-74
DESCRIPTORS Cognitive Ability, *Communication Skills, Early Childhood, *Language Skills, *Predictive Ability (Testing), *Preschool Tests, Psycholinguistics, *Reading Ability
Start Date 20 Jun 74 End Date 30 Aug 74

The research is aimed at an exploration of essential skills involved in reading, listening and speaking (linguistic communication). The project will investigate precursors of reading skills and general psycholinguistic traits in first-graders. Forty-two three yr. old children were extensively tested for psycholinguistic and cognitive skills. This 3 year follow-up project will measure the correlation of the 6 year olds' linguistic skills with their performance as 3 year olds, to discover important early predictors of reading and communicative skill. The question is the relative importance of early phonological, morphological and syntactic encoding and decoding abilities to predicting school related language skills. The results of this project should aid the development of effective preschool curriculum and help construct preschool tests of greater predictive power. This project is also of importance to theoretical questions on the nature of reading process. All the six year old children will be individually tested in their home by the principal investigator or research assistant, on tests of reading skill, phonology, morphology, and syntax skill. These results will be compared with the same children's performance as 3 year olds. (Author)

EP740440 $65,000

Toward a Theory of Language Comprehension.
INVESTIGATOR Anderson, Richard C., And Others
ADDRESS 226 Education Building, Urbana, Illinois 61801, (217)333-2604
Illinois Univ., Urbana
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Illinois Congressional District Number 21
GRANT NIE-G-74-0007
FY74-$65,000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Cognitive Processes, *Language Research, *Learning Theories, *Listening Comprehension, Psycholinguistics, *Reading Comprehension
Start Date 20 Jun 74 End Date 31 Dec 75

The purpose of the research is to develop a general theory of language comprehension. The initial working hypotheses are that language comprehension is context dependent and knowledge dependent in a more radical way than generally appreciated; that while language use certainly involves abstractive processes it is particularization and elaboration which have been underplayed in current theorizing; that the memorial representation of a fully interpreted message probably entails an indisoluble, gestalt-like unity; and that an important issue is the translation back and forth from continuous experience to the discreteness of language and logic. Proposed is a broad program of research which will encompass the relationship between process and structure, structural analysis of text and the essays of people who have read the text, the size and nature of the units in semantic memory, the role of context in language comprehension, and the analysis of techniques for concretizing discourse, including especially metaphor and analogy. The typical experiment will involve memory for sentences or text but some may involve more general aspects of perception. Various designs, procedures, and methods of analysis will be employed. It is contemplated that at least 30 experiments could be completed and more than a dozen journal articles written during the life of the project. The proposed research has obvious implications for education since in the schools students are expected to learn most things from being told. (Author)

EP740443 $100,000

The Control of Eye Fixation by the Meaning of Spoken Language and Its Application to the Real-Time Investigation of Perceptual and Cognitive Processes.
INVESTIGATOR Cooper, Roger M
ADDRESS Bioengineering Program, 333 Ravenswood Avenue, Menlo Park, California 94025, (415)326-6200, Ext. 3973
Stanford Resear[illegible] Menlo Park, Calif.
ORG TYPE Not F[illegible]
AWARD TYPE C[illegible]
CAN NO 4B004[illegible] PROPOSAL DATE 20 Mar 74
National Inst. of Education (DHEW), Washington, D.C. Office

of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
California Congressional District Number 17
GRANT NIE-G-74-0048
FY74 $100,000 30-Jun-74 TO 31-Dec-75
DESCRIPTORS *Auditory Visual Tests, *Cognitive Processes, *Eye Fixations, *Listening Comprehension, Psycholinguistics, Semantics, *Visual Perception
Start Date 30 Jun 74 End Date 30 Jun 77

This research addresses the problem of determining how people interpret spoken language (especially continuous speech) from moment to moment in the context of a semantically related visual field, and the manner in which these interpretations evolve as the language is being processed. It is aimed at furthering the development of a new methodology, introduced by Cooper (1974), which employs the spontaneous or noninstructed visual selection of elements of the contemporary visual field in response to the meaning of currently heard language, as a means for investigating speech understanding and memory in real time and in great detail. The research program outlined in this proposal is specifically directed toward: (1) Significantly refining and advancing the state of this new methodology ove the form in which it was originally presented, (2) Demonstrating its diversity of application, and (3) Using this methodology to gain a deeper and more detailed understanding of human perceptual and cognitive processes than may be possible through the use of traditional response measures such as key pressing and verbal reporting. These goals will be achieved by: (1) Investigating the characteristics of this response system and studying the effects on fixation performance obtained by systematically varying a number of variables which could potentially influence responding, (2) Choosing values of the variables manipulated so as to optimize performance according to a criterion of maximizing the frequency of appropriately directed fixation responses and minimizing the corresponding latencies, (3) Developing applications of this technique to the real-time investigation of speech perception, memory, language processing, and language comprehension, and (4) Comparing this response system to traditional response measures of key pressing and verbal reporting as to reliability and effectiveness in studying perceptual and cognitive processes. (Author)

EP740446 $24,989

Linguistic Control of Information Processing.
INVESTIGATOR Carpenter, P. A.
ADDRESS Psychology Dept, Pittsburgh, Pa 15213, (412)621-2600, Ext. 483
Carnegie-Mellon Univ., Pittsburgh, Pa
ORG TYPE College/University
AWARD TYPE N/A
CAN NO 48004050 PROPOSAL DATE 2 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Pennsylvania Congressional District Number 14
GRANT NIE-G-74-0016
FY74 $24,989 20-Jun-74 TO 01-Jul-75
DESCRIPTORS *Cognitive Processes, *Comprehension, Error Patterns, Eye Fixations, Instruction, *Language Ability, Language Development, Linguistic Competence, Reaction Time, *Verbal Communication, Verbal Stimuli
Start Date 20 Jun 74 End Date 1 Jul 75

This research examines the fundamental cognitive processes in language comprehension, focusing on how people understand verbal instructions. We propose to examine a number of linguistic constructions commonly used in instructions, such as negation, presupposition, implication, and quantification. The goal of this research is to determine both how these constructions are internally represented and how their representation affects subsequent processing. The proposal involves both empirical research and subsequent model building. First, we have outlined a number of empirical studies aimed at discovering how people represent various types of language constructions. These experiments involve having people execute a simple instruction, e.g. Cross out all the digits except 2, 8, 3, 9 and 7 versus Cross out 5, 1, 0, 4 and 6. We will examine several dependent measures: response latencies, error patterns, or eye fixations. All of these analyses are aimed at determining how people represent linguistic information the processes that lead to difficulty or ease in executing instructions. Secondly, we propose to model the empirical results in the framework of a single processing model. The model will account for performance in terms of human information processing capabilities. A single general model should subsume all the linguistic constructions we will examine. Thus, through empirical investigation and theoretical modelling, we hope to characterize the processes involved in representing and executing linguistic instructions. (Author)

EP740448 $30,000 Wederath

Adapting Instruction to Cognitive Strengths of Culturally Different Children.
INVESTIGATOR Kleinfeld, Judith; Holzmueller, Diana
ADDRESS Institute of Social, Economic and Government Research, Fairbanks, Alaska 99701 (907)479-7431
Alaska Univ., Fairbanks
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
Alaska Congressional District Number 1
GRANT NIE-G-74-0045
FY74 $30,000 20-Jun-74 TO 30-Jun-75
DESCRIPTORS Aptitude, Basic Skills, *Cognitive Ability, Cognitive Processes, *Cultural Differences, *Eskimos, Ethnic Groups, Low Income Groups, Nonverbal Ability, Nonverbal Learning, *Skill Development, *Teaching Methods
Start Date 20 Jun 74 End Date 30 Jun 75

The fundamental purpose of this study is to investigate ways to increase essential skills among low income, culturally different children by developing instructional methods which build upon the cultural group's distinctive cognitive strengths. This study focuses on village Eskimo children, who may have highly developed figural abilities due to the ecological demands made by an Arctic hunting economy. This study tests the specific hypotheses that: 1. Four figural abilities as conceptualized in Guilford's Structure of Intellect are higher among village Eskimo children than among urban White children. 2. Figurally oriented as opposed to traditional verbal teaching methods will significantly increase the learning of Eskimo children in essential skill areas where Eskimo cultural emphases lead to special learning difficulties: a) abstract vocabulary, b) hierarchical relationships, c) causal relationships. Measures of four figural abilities based upon tests developed in J.P. Guilford's Aptitudes Research Project and an English language achievement test will be given to a sample of village Eskimo and urban White 9-13 year olds. Students from each ethnic groups will receive either a figurally based or a traditional verbal lesson. Statistical tests will be made of a) ethnic group differences in figural abilities, b) learning under figural versus traditional verbal instruction for each ethnic group, and c) the relationship between particular cognitive abilities and learning under each instructional method for each ethnic group. Special attention will be given to dissemination of research results in ways that use the Eskimo case to provide a significant new perspective on national issues. (Author)

EP740468 $60,000

The Impact of Creative Writing and the Other Arts on Literacy.
INVESTIGATOR Schrader, Steven, And Others
ADDRESS c/o P.S. 3, 490 Hudson St., New York, N.Y. 10014, (212)691-6590
Teachers and Writers Collaborative, New York, N.Y.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
New York Congressional District Number 18
GRANT NIE-G-74-0014
FY74 $60,000 20-Jun-74 TO 28-Feb-76
DESCRIPTORS Academic Performance, Attendance, Creative Activities, *Creative Art, *Creative Writing, *Curriculum Development, Elementary Schools, Fine Arts, Integrated Activities, *Literacy, Models, *Problem Children, Reading Materials, Remedial Programs, Workshops
Start Date 20 Jun 74 End Date 28 Feb 76

Teachers & Writers Collaborative proposes developing an arts-in-education model at two elementary schools in Manhattan, using professional writers, artists and filmmakers, to examine and document the impact of creative writing and the other arts on literacy. The writers and artists who have been conducting intensive writing/arts workshops in New York City schools sponsored by Teachers & Writers Collaborative, have observed that many of the children they worked with became intensely involved in the projects, acquired a work discipline, an obvious pleasure and pride in their work, improved attendance and behavior, and at the same time noticeable jumps in their reading scores and in their school work in general. The children were often "problem" children (slow readers, short concentration spans, disruptive). We hope to show that: i) creative writing and the other arts can be used as major remedial tools in the teaching of literacy; ii) the writing/arts workshops can generate reading materials, curriculum units and other material that can be used in the teaching of literacy; and iii) a variegated, in-depth arts program will improve school attendance and general school performance, particularly of children with certain problems. We propose developing an integrated arts curriculum that allows for maximum interweaving of the arts with each other and with the rest of the school curriculum. Two teams of professional writers and artists (eight in all) will work closely with classroom and reading teachers and with each other, building on two highly successful pilot projects set up by Teachers & Writers Collaborative at the two schools during the past three years. (Author)

EP740470 $70,000

Complexity in Auditory and Graphic Language.
INVESTIGATOR: Wiener, Morton; Shilkret, Robert
ADDRESS: 22 Downing Street, Worchester, Mass. 01610
Clark Univ., Worcester, Mass.
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: B004050 PROPOSAL DATE: 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
Massachusetts Congressional District Number 3
GRANT: NIE-G-74-0017
FY74-$35,000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS: *Communication (Thought Transfer), Communication Skills, Complexity Level, Comprehension, Curriculum Development, Elementary School Students, Expressive Language, *Language Patterns, *Language Research, Language Tests, *Memory, Models, Nonverbal Communication, Preschool Children, Receptive Language, Verbal Communication
Start Date 20 Jun 74 End Date 30 Jun 77

The primary concerns are with testing a framework which explores the relationships of the typical communication behaviors of individuals or groups and the requirements of instances of communication. The framework examines the failures or successes of comprehension (either auditory or graphic material) less in terms of a deficiency model than in terms of a difference in the pattern the individual (or group) brings to a particular communication instance; that is, the model proposes that comprehension requires a match between the patterns of communication an individual brings to the communication instance and the complexity of the communication to be comprehended. The proposed studies will assess the contributions of six kinds of components in complexity as they contribute to the difficulty for memory and for comprehension of graphic and auditory language. Three kinds of studies are proposed to test the proposed model. In all cases, Ss (nursery school to 6th grade children) will be administered a set of tasks designed to sample a range of their "spontaneous" usage of language to represent events and relations among events. Production on these assessment tasks will be analyzed by a complexity scale detailed in our model and Ss will then be assigned to independent groups for any particular study. Implications of all three kinds of studies will be to (1) test the model and (2) suggest possible patterns of curriculum development in terms of the language usage patterns of different children. (Author)

EP740476 $49,950 Wederath

A Comparison of Two Vocabulary Development Programs With Intermediate Grade Menominee Indian Children.
INVESTIGATOR: Johnson, Dale D.; Dodge, Carol
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Wisconsin Univ., Madison
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 3 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
Wisconsin Congressional District Number 2
GRANT: NIE-G-74-0040
FY74-$49,950 20-Jun-74 TO 30-Jun-75
DESCRIPTORS: American Indian Culture, *American Indians, Intermediate Grades, Low Income Groups, Reading Ability, Reading Tests, Tests, *Vocabulary Development
IDENTIFIERS: Menominee Indians
Start Date 20 Jun 74 End Date 30 Jun 75

The proposed study will investigate two approaches to vocabulary development with middle grade low income Menominee Indian children. The experimental approach will stress vocabulary as it relates to the history, culture, life-style, and environment of the Menominee people. The control program will utilize regular school textbooks and commercial vocabulary materials. Pre- and post-tests will include five measures of vocabulary and reading ability: sight vocabulary, standardized vocabulary, concept development, homograph associations and basic reading; three measures of writing vocabulary: total words, descriptive words and type-token ratios, and two measures of reading attitude. There will be a total of 280 subjects with 140 in each program. (Author)

EP740479 $24,641

Contextual Variation in Linguistic Performance.
INVESTIGATOR: Weil, Joyce
ADDRESS: Ferkauf Graduate School of Social Science, 55 Fifth Avenue, New York, N.Y. 10003, (212)255-5600, Ext. 271
Yeshiva Univ., New York, N.Y.
ORG TYPE: College/University
AWARD TYPE: COMP PROPOSAL DATE: 3 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
New York Congressional District Number 17
GRANT: NIE-G-74-0039
FY74-$24,641 20-Jun-74 TO 01-Jul-75
DESCRIPTORS: Abstraction Levels, Child Language, *Cognitive Processes, Concept Formation, Content Analysis, Language Development, Linguistic Competence, Linguistic Patterns, *Linguistic Performance, *Linguistics, Longitudinal Studies, Low Income Groups, *Measurement Techniques, Middle Class, Preschool Children, Socioeconomic Status, *Time
Start Date 20 Jun 74 End Date 1 Jul 75

The purpose of this research is (1) to develop methods to study effects of context (linguistic and extralinguistic) in the assessment of children's linguistic skills in the temporal domain, (2) to conduct comparative studies of the cognitive basis of temporal lexical development. Cross-cultural and comparative linguistic studies have shown that our conclusions about underlying cognitive (or linguistic) capacities depend critically on the methodology used to assess them; capacities absent in one situation may reveal themselves when different methods are used. Our general approach will be to study longitudinally a small group of middle-class and Head Start children, aged three and five, in two situations – a naturalistic setting (the nursery school), and the usual laboratory setting – while looking at two linguistic responses: production and comprehension. In the naturalistic situations, occurrences of temporal adverbs will be collected from spontaneous speech. In addition, we will contrive structured variations in the everyday activities of the playroom in order to elicit more systematically the child's knowledge of temporal relations. In the laboratory, we will devise tasks to corroborate our findings in the playroom. Each child will be given periodically a series of tasks assessing his knowledge of temporal connectives. In analyzing the data a case method will be used. On the basis of repeated tests on each child over a period of months, a set of "minitheories" to characterize his progress and state of development will be attempted. (Author)

EP740493 $60,000 Wederath

Sociolinguistic Variables in Appalachian Dialects and Their Effects upon Evaluation of Children's Reading.

INVESTIGATOR: Wolfram, Walter A.; Rudorf, E. Hugh
ADDRESS: 1611 North Kent St., Arlington, Va. 22209 (703) 528-4312
Center for Applied Linguistics, Washington, D.C.
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Multicultural Programs
Virginia Congressional District Number 10
GRANT: NIE-G-74-0026
FY74-$60,000 20-Jun-74 TO 31-Aug-75
DESCRIPTORS: *Dialect Studies, Informal Reading Inventory, Language Patterns, *Language Research, Linguistic Patterns, Lower Class, Nonstandard Dialects, Oral Reading, *Reading Ability, Reading Achievement, Reading Instruction, *Reading Research, Reading Tests, Regional Dialects, *Sociolinguistics, Standardized Tests, Student Evaluation
IDENTIFIERS: *Appalachia, Reading Miscue Inventory
Start Date 20 Jun 74 End Date 31 Aug 75

The central concern of this proposal is with the nature of dialect diversity in a neglected geographical area of the United States and the effect of this diversity on the evaluation of reading abilities. The specific objectives of this project are as follows: (1) To provide an accurate sociolinguistic description of Appalachian speech as typified by one representative dialect of the area. (2) To formulate the linguistic rules of this variety, utilizing current models in socialinguistic analysis. (3) To look at the intersection of age, sex, socio-economic class, and style with linguistic variation. (4) To determine the extent to which the local dialect is reflected in Appalachian children's oral reading performance. (5) To determine the extent to which [illegible] realization of Appalachian dialect in the children's or[illegible] reading ability results in a penalty to the child as determined by teachers' judgements of reading performance, and (6) To determine the relationship between Appalachian children's performance on standardized reading tests, Informal Reading Inventories, teachers' attitudinal judgments, and the Reading Miscue Inventory. A survey of a lower socio-economic class dialect in Appalachia will be conducted by community people trained in interviewing techniques. The sample for the descriptive study will consist of 100 subjects ranging in age from five to sixty. The data of the spoken language will be analyzed utilizing current sociolinguistic models. (Author)

EP740495 $34,000

Effects of Printed Intonation Cues on Reading in Children.

INVESTIGATOR: Ehri, Linnea C.
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ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 3 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
California Congressional District Number 4
GRANT: NIE-G-74-0011
FY74-$21,520 20-Jun-74 TO 31-Jul-75
DESCRIPTORS: Beginning Reading, Cues, Intonation, *Oral Reading, *Psycholinguistics, Reading Improvement, *Reading Instruction, Reading Processes, *Reading Research, *Reading Skills, Synthesis
Start Date 20 Jun 74 End Date 31 Mar 76

The studies proposed are aimed at exploring a method of improving reading speed and comprehension. The utility of this method is suggested by psycholinguistic theories about processes involved in reading. The way that beginners are thought to achieve synthesis is their reading is to transform print to speech and then integrate these spoken forms into meaningful units. The features of speech which signal how words are to be grouped are intonation patterns consisting of variations in stress, pitch and pause. Because printed text provides little information about how these patterns are to be assigned, beginning readers must identify the appropriate patterns themselves. However, this transformational operation is thought to be a temporary one. Eventually readers become familiar enough with the structure of written language to decode meaning directly from print, and they lose their dependence upon speech. The proposed studies are intended to provide some evidence for this stage theory proposed studies are intended to provide some evidence for this stage theory of the synthetic process involved in reading. Three focal experiments and systems on reading are examined: stress-pitch, pause, stress-pitch and pause combined, standard print, and unsystematic text. Experimental groups are given training and practice in the use of printed intonation cues. Control Ss are given practice reading standard text. Ss' performance on cued and standard texts are measured to assess effects of the cues. Oral reading is examined to determine whether intonation patterns are produced accurately in speech and whether errors diminish on cued text. An eye-voice span test is used to investigate whether perceptual or syntactic control is altered by the cues. (Author)

EP740510 $110,000 Otte

Conversational Computers as a Context and Stimulus for the Development of Certain Language Skills.

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Massachusetts Inst. of Tech., Cambridge
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 4 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Massachusetts Congressional District Number 8
GRANT: NIE-G-74-0012
FY74-$80,000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS: *Cognitive Development, *Computer Programs, Conservation (Concept), Elementary Grades, *Language Development, Language Fluency, *Language Skills, *Language Usage, Listening Comprehension, Skill Development, Syntax, Task Performance
IDENTIFIERS: *LOGO
Start Date 20 Jun 74 End Date 30 Jun 76

Our general objective is to elucidate phenomena associated with the acquisition and use of natural languages by studying how children learn and use an essentially simple artificial language, namely an extended form of LOGO. We want to confirm previous findings with more children and at younger ages and to investigate the effect of formal linguistic knowledge of this sort on the pattern of development of the child's production and comprehension of natural language. Similarly we want to investigate the effect of acquiring fluency in a precise procedural language on a child's performance in the so-called "Piagetian Formal Stage Tasks", on the ability to give and understand precise instructions and on the ability to profit from analytic instruction in various mental and physical skills. We shall begin by giving subjects from grades 2-5 sufficient exposure to LOGO to capture their interest and allow them to achieve fluency in LOGO. This will probably need between 6 and 20 weeks with 2-3 hours per week of work in a LOGO laboratory. Before and after this period we shall investigate their ability on a battery of tests bearing on their general achievement in language skills as measured by standardized tests, their syntactic maturity as measured by psycho-linguistic interviews in the spirit of H. Sinclair, their Piagetian profile, their ability to give and understand directions for putting together a mechanical assemblage and their ability to relate verbal description to physical skills. The students will work for the remainder of the school year on generative and other language-oriented computer projects and finally undergo the same battery of tests. Besides this formal testing we shall pay, as usual, careful attention to day-to-day observation and description of the children's progress. (Author)

EP740516 $32,763 Porter

Validation of Black Children's Language Responses on a Standardized Test of Intelligence.

INVESTIGATOR Rivers, L. Wendell
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Missouri Univ. St. Louis
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Missouri Congressional District Number 2
GRANT NIE-G-74-0043
FY74-$24,356 20-Jun-74 TO 31-Dec-75
DESCRIPTORS Cultural Context, Elementary School Students, *Intelligence Tests, Language Styles, *Negro Youth, *Nonstandard Dialects, Standardized Tests, *Test Bias, *Test Construction, Test Validity, Visual Stimuli
IDENTIFIERS *Culture Specific Tests, *Peabody Picture Vocabulary Test, PPVT
Start Date 20 Jun 74 End Date 30 Jun 76

The purpose of the proposed research is to examine the role of Black language as a critical, culture specific variable in determining the performances of Black children on a popular test of intelligence. Traditional I.Q. tests are not appropriately designed for the assessment of the intelli- gence of Black children. This research endeavors to discover and analyze those factors inherent in the language styles of Black children which act to moderate their performance on the Peabody Picture Vocabulary Test (PPVT), and which were not considered in the original standardization of this instru- ment. More specifically, the objectives of the proposed project are (1) to rewrite the instructions of the PPVT in culture specific English, (2) to obtain culture specific labels for the visual stimuli of the PPVT and to analyze the content of these visual stimuli in regard to their meaningfulness within the familiar perceptual experiences of the Black child, and to modify these stimuli when they are found to be unfamiliar to the low social status Black child, (3) to analyze the performances of 100 Black, elementary school children (ages six through ten) under four PPVT test conditions, (a) standard instructions and standard stimulus words, (b) standard instructions and culture specific stimulus words, (c) culture specific instructions and standard stimulus words, (d) culture specific instructions and culture specific stimulus words, (4) to evaluate the role of Black culture specific language style as a moderator variable in the determination of the performance of Black children on standardized tests of intellectual ability. (Author)

EP740517 $69,000

Testing a Model of Communicative Competence in the Classroom.

INVESTIGATOR McCaffrey, Arthur
ADDRESS 12 Maple Avenue, Cambridge, Mass 02139 (617)868-0360
Research Inst. for Educational Problems, Cambridge, Mass
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Essential Skills Div
Massachusetts Congressional District Number 8
GRANT NIE-G-74-0013
FY74-$69,000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS Cognitive Development, *Communication Skills, Grade 2, *Linguistic Competence, Oral Expression, Perceptual Development, *Testing Techniques, Training Techniques, *Verbal Communication
Start Date 20 Jun 74 End Date 31 Dec 75

The Study has two major aims (i) to test the effectiveness of a particular model of the communication process (and its related techniques) in improving the verbal-expressive skills of second-grade children, and (ii) to assess the impact of improved communication skills on other areas of linguistic competence in the child. The model proposes three basic requirements for communicative competence–perceptual, cognitive, and linguistic–that can be applied to both the speaker's and the listener's roles in dyadic situations. It is proposed to assess the communicative competence of a sample of second grade Ss at the beginning of the school year using the techniques derived from the theoretical model. Two major categories of measures will be used in the study. A battery of Primary Measures will be used to test the perceptual, cognitive and linguistic skills which the theoreti- cal model postulates as prerequisites for communicative competence. These Primary Measures will be used in both the pre-training and post-training evaluations. A battery of Secondary Measures will also be used in similar pre- and post-evaluations of basic linguistic competence in syntax and semantics. During the teaching phase of the research, Ss identified in the test phase as Low competent will be paired with Moderate Competent and High Competent partners in communication training dyads. A curriculum of communica- tion exercises will be developed to give the members of the dyads opportunities to practice verbal communication. (Author)

EP740523 $119,996 Wederath

Social, Community and Educational Obstacles to Strengthening Navajo Education.

INVESTIGATOR Werner, Oswald
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Navajo Tribe Education Committee, Window Rock, Ariz
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Arizona Congressional District Number 4
GRANT NIE-G-74-0046
FY74-$70,088 20-Jun-74 TO 31-Aug-75
DESCRIPTORS *American Indian Culture, *American Indian Languages, *Bilingual Education, *Cultural Education, Questionnaires, Sampling, School Community Relationship, Student Teacher Relationship, Test Bias, *Test Construction
IDENTIFIERS Culture Specific Questionnaires, Ethnographic Study
Start Date 20 Jun 74 End Date 30 Jun 76

The Navajo Division of Education, Division of the Navajo Tribe, is charged with the responsibility of meeting the educational needs of the Navajo people. To do so, it is essential that certain work be accomplished prior to the effective operation of Tribal schools. This work is in the areas of basic policy and practices, and this project addresses itself to three aspects of Navajo education: (a) the com- munity, (b) Navajo and non-Navajo teachers, and (c) bi-lingual and bi-cultural education. The innovative aspect of the proposed research procedures is a method for the develop- ment of a culturally significant questionnaire and sampling technique adequate to the cultural situation. This will be achieved by selected micro-ethnographies compiled through the techniques of systematic ethnography (ethnoscience). Three areas will be covered: I. The Community-School In- teraction patterns, II. The Student-Teacher Interaction pat- terns, and III. The System of Bi-Lingual/Bi-Cultural Education on various levels of schooling. The experiences gained from the micro-ethnographies will be used for designing a cultur- ally relevant questionnaire and in conjunction with census data, for the selection of a culturally relevant sample. Survey will conclude this research. (Author)

EP740537 $99,464 Stump

New Estimates of the Effects of Family Background, Test Scores, Personality, and Years of Schooling on Economic Success.

INVESTIGATOR Jencks, Christopher, Rainwater, Lee
ADDRESS 123 Mt. Auburn St., Cambridge, Massachusetts 02138, (617)547-4473
Center for the Study of Public Policy, Cambridge, Mass
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Programs National Inst of Education (DHEW), Washington, D.C. Program for Education and Work
Massachusetts Congressional District Number 8
GRANT NIE-G-74-0077
FY74-$49,732 20-Jun-74 TO 31-Mar-75

DESCRIPTORS Cognitive Ability, *Family Background, *Individual Characteristics, Personality, Socioeconomic Influences, *Socioeconomic Status, Statistical Analysis, *Success Factors, *Test Results
Start Date 20 Jun 74 End Date 31 Dec 75

The proposed research will try to answer ten questions 1 How large are the overall effects of family background on educational attainment, occupational status, and incomes? 2 What specific family characteristics contribute to success in each area? 3 How does family background influence success in each area? 4 How much effect do cognitive skills have on education, occupation, and income? 5 How do test scores exercise their effect? 6 How much effect do selected personality traits have on subsequent educational attainment and economic success? 7 How do personality traits exercise their effect? 8 How much does educational attainment affect economic success? 9 How is this effect exercised? 10 How much effect does individual economic success have on selected measures of overall economic and social consumption or well-being? These questions will be answered by statistical analysis of five newly available surveys These surveys provide data superior to that previously available, especially with respect to the effect on economic success of family background, test scores prior to school completion and personality traits in high school The data will be analyzed using standard multivariate statistical methods Special attention will be given to differences between subpopulations (Author)

EP740543 $63,075 Siegel

Moral Development of Life Outcomes.
INVESTIGATOR Kohlberg, Lawrence
ADDRESS Graduate School of Education, Larsen Hall, Appian Way, Cambridge, Mass 02138, (617)495-3546
Harvard Univ., Cambridge, Mass
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Massachusetts Congressional District Number 8
GRANT NIE-G-74-0096
FY74-$46,762 20-Jun-74 TO 31-Oct-75
DESCRIPTORS *Adolescence, Biographical Inventories, *Job Satisfaction, Longitudinal Studies, *Moral Development, *Personal Adjustment, Self Actualization, Social Values, *Socioeconomic Status, Success Factors, Vocational Adjustment
Start Date 20 Jun 74 End Date 31 May 76

The objective of the study is to test the hypothesis that the level of moral judgment attained during late adolescence has significant validity in predicting life outcomes as measured by job status, earned income, job satisfaction, and life satisfaction If the hypothesis is confirmed, the study will provide theoretical and empirical support for a process of elementary and secondary education which will enhance the development of moral judgment In depth life history and life adjustment data will be collected from each of approximately 350 subjects in two longitudinal studies, the 50 subjects of Kohlberg's study which began 15 years ago when these 50 American boys were aged 10 to 15, and the approximately 300 subjects of the Oakland Growth Study The data collected included measurement of moral stage, Piagetian cognitive stage, I Q, academic achievement and socio-economic status These data, along with the life adjustment data, will be analyzed so as to establish the relations between adolescent cognitive and moral stages and life outcomes, with I Q and S E S controlled It is expected that the attainment of the higher stages of moral judgment by late adolescence will be a better predictor of life outcomes than adolescent I Q, school achievement, or vocational skills If so, the findings would support the acceptance in secondary schools of developmental approaches to moral education (Author)

EP740546 $132,324 Brainard

A Longitudinal Study of School Labeled Handicapped and Normal Children.
INVESTIGATOR Butler, Edgar W
ADDRESS Dept of Sociology, Riverside, Calif 92502, (714)787-5444
California Univ., Riverside
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 4B004050 PROPOSAL DATE 29 Mar 74
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
California Congressional District Number 36
GRANT NIE-G-74-0095
FY74-$114,170 20-Jun-74 TO 30-Jun-75
DESCRIPTORS *Ability Identification, *Adjustment (to Environment), Adults, *Handicapped Children, Interviews, *Longitudinal Studies, Social Characteristics, Vocational Adjustment
Start Date 20 Jun 74 End Date 30 Jun 76

This longitudinal study makes possible the determination of what happens to adults who, twelve years earlier, were the labeled school-age handicapped This project will help determine some of the educational and other factors that affect adjustment to community social systems - including work The research will examine both the consequences of being labeled and being eligible for labeling but not being so labeled It will fill gaps in knowledge about the community and work life of individuals with handicaps, suggest programs that may be used in the schools and community to alleviate problems of persons with handicaps, and provide considerable opportunity for the formulation of social policy recommendations Two interrelated research endeavors will run concurrently (a) follow-up interviews and (b) follow-back and follow-up in community agencies, especially the schools For baseline data, two basic data files from 1963-64 will be used Household and School and Agency files The research will concentrate on adults aged 28-37 in 1975 (16-25 in the surveys) It will be carried out in conjunction with MH-08667 which funds the follow-up study of persons aged 12-27 (0-15 in the original surveys) A pretest determining our capability of carrying out such studies led to the NIMH Grant to which this study would add those persons now in the middle, stable years Thus, this proposal requests funds to add the middle adult years and it would be attributed to NIE (Author)

EP740550 $173,951 Millsap

Noncompleters in Public and Proprietary Schools.
INVESTIGATOR Glenny, Lyman A, Wilms, Wellford W
ADDRESS Center for R & D In Higher Education, 2150 Shattuck Ave, Berkeley, California 94704, 642-5041
California Univ, Berkeley
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
California Congressional District Number 7
GRANT NIE-G-74-0076
FY74 $131,423 20-Jun-74 TO 31-Mar-76
DESCRIPTORS Career Education, Dropout Prevention, Dropout Research, Employment Patterns, Graduate Surveys, *Political Influences, *Program Effectiveness, *Proprietary Schools, *Public Schools, School Holding Power, Success Factors, *Vocational Education, Vocational Followup
Start Date 20 Jun 74 End Date 30 Sep 76

Wilms is directing a study, funded by the National Institute of Education, to test the effectiveness of vocational training offered through public and proprietary schools by following large samples of graduates into the labor market and analyzing their postgraduation performance However, at the conclusion of this study late this fall we will not know what happens to the large numbers of students who do not complete their programs in the allotted time The conceptual design, grounded in the theory of Downs (1967) treats public and proprietary schools as conceptually distinct This study takes the view that the public schools are dependent on the political process for their survival, and the proprietary schools are dependent on the success of their graduates in the labor market for theirs The market transmits the needs from broader society more precisely than the political process, and the proprietary schools are less constrained to act on them than the politically encumbered public schools. It is this central difference that leads us to our hypothesis. After controlling for differences in students' backgrounds and abilities, those who enter proprietary school will complete their programs of study and find related employment significantly more often than students in comparable public programs. The hypothesis will be tested within six large and fast-growing occupations, in four distinctly different cities. Beginning with student data already on hand at the Center, we will document what happens to the large numbers of students who do not complete their programs. (Author)

EP740552 $13.228 Siegel

Effectiveness of Model Office, Cooperative Office Education, and Office Procedures Courses Based on Employee Satisfaction and Satisfactoriness One Year after Graduation.
INVESTIGATOR: McLean, Gary N
ADDRESS: 270 Peik Hall, Minneapolis, Minnesota 55455, (612)373-9723
Minnesota Univ., Minneapolis
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Minnesota Congressional District Number 5
GRANT: NIE-G-74-0089
FY74-$13.228 20-Jun-74 TO 30-Mar-75
DESCRIPTORS: *Cooperative Education, *Course Evaluation, *Employer Attitudes, Graduate Surveys, *Job Satisfaction, Office Occupations, *Office Occupations Education, On the Job Training, Program Effectiveness, Simulation, Task Performance, Vocational Adjustment, Vocational Followup
Start Date 20 Jun 74 End Date 30 Mar 75

Three capstone office education courses currently exist in high school: model office (simulation), traditional office procedures, and cooperative office education combining classroom instruction with on-the-job instruction. The major objective of this study is to follow-up graduates from each of the three identified programs in Minnesota one year after graduation to determine the relative effectiveness of the programs based on employers' judgments of satisfactoriness and of employees' judgments of satisfaction. Ancillary objectives include the determination of relationships between satisfaction and satisfactoriness of graduates from the three programs and numerous personal characteristics determined in an earlier study of the same students (Hopkins & McLean, 1974) and in the proposed study: socioeconomic status of the graduates, salary levels, and performances on criterion tests administered to the same group of students at the time of graduation from high school. These data will permit a broad evaluation of the three types of programs using on-the-job measures of performance. The 713 students for whom complete data existed in the Hopkins-McLean (1974) study will be the sample from which the data will be collected. This group of high school graduates represents students initially chosen from Minnesota high schools having model office programs and those having cooperative office education programs using a proportional stratified random sampling procedure. All office procedures students in the identified schools were included in the sample. Numerous data exist from the original study, including performance on three criterion measures used to determine decision-making ability, perceptions of the office world of work, and business fundamentals and general information. Personal characteristics, including socioeconomic status, were also determined at that time. Larson (In Progress) is currently completing a six-month follow-up of all of the students for whom complete data existed. Graduates in the proposed study will receive a personal information questionnaire and the Minnesota Satisfaction Questionnaire (Weiss, 1967) to complete one year after graduation. The companion Minnesota Satisfactoriness Questionnaire will be mailed directly to immediate supervisors for completion. Data analyses will include analyses of variance (both one-way and two-way), correlational data, Chi-square analyses, and, if necessary, analyses of covariance. (Author)

EP740554 $13.629 Randour

Effects of Social Class Background on the Career Commitment of Women Attending Non-Elite Colleges.
INVESTIGATOR: Guttmacher, Mary J
ADDRESS: Rolfe St., Lowell, Mass 01854 (617)454-8011
Lowell State Coll., Mass
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Massachusetts Congressional District Number 5
GRANT: NIE-G-74-0041
FY74-$13,629 20-Jun-74 TO 31-Jan-76
DESCRIPTORS: Career Choice, College Students, *Females, Lower Class, *Occupational Aspiration, Role Conflict, Role Perception, *Social Background, *Social Class, Social Status, Socioeconomic Influences, *Socioeconomic Status
IDENTIFIERS: Non Elite Colleges, Working Class
Start Date 20 Jun 74 End Date 31 Jan 76

The proposed research is an investigation of the relation of parental socioeconomic status to the female role conceptions held by women attending a non-elite college. I suggest that there will be social class differences in the definitions of the family and work components of woman's sex role. These definitions will conflict with parental definitions of the function of an education, particularly in the working class. The career choice and career commitment of working-class and middle-class women will reflect the different parental expectations they are attempting to meet. I believe that working-class women may be more likely than their middle-class counterparts to develop a strong career commitment, if additional support for their occupational concerns is provided in the college environment. The study conducted to test these hypotheses is a survey of a sample of 289 women students attending a state college. While this is a case study, the results should be generalizable to similar populations. The sample was chosen by a stratified random sampling technique that guarantees proportional representation of women in all four classes and all college majors. The main research instrument is an extensive questionnaire that uses a combination of forced-choice and open-ended questions to elicit information about the relevant areas of interest. Survey data will be supplemented by case study material from a pilot study involving qualitative analysis of autobiographies and focussed, conversational interviews. Analysis will focus on exploring sources of social class differences in sex role conceptions and educational values and on determining the effects of these differences on career planning. (Author)

EP740558 $38.040 Goodwin

Educational Requirements for the Public Sector.
INVESTIGATOR: Carnoy, Martin
ADDRESS: P.O. Box 3736, Stanford, California 94305, (415)854-0253
Stanford Univ., Calif
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: 4B004050 PROPOSAL DATE: 2 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
California Congressional District Number 17
GRANT: NIE-G-74-0078
FY74-$27,665 20-Jun-74 TO 28-Feb-76
DESCRIPTORS: Educational Background, Employment Patterns, Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), Females, Job Training, *Labor Economics, Labor Force, *Labor Market, Labor Problems, Minority Groups, Occupational Mobility, Work Experience
IDENTIFIERS: Occupational Mix, Private Sector, Public Sector
Start Date 20 Jun 74 End Date 31 Aug 76

The proposed research addresses the relationship between the educational system and the functioning of a significant and rapidly growing part of the market: the public sector. It will build upon current research under NIE grant No. NE-0-00-3-0205 "Educational Requirements for Industrial Democracy." A particular focus of the research will be the study of this relationship for women and minority groups and comparing the relation to that of the private sector. The research will draw primarily on existing labor force data, particularly on the "Census of Governments" and population census special reports, to examine occupational distributions and educational requirements for broad occupational categories over time in the private and public labor force, and on the 1/1000 sample from the 1970 population census and special surveys made by Herbert Parnes and associates at Ohio State to examine the relationship between education, first job, income, training, experience, and job mobility for various sex/race groups. The project will consist of two types of analysis. 1) The analysis of occupational structure changes over time (from census data) in the public sector, the analysis of differential growth in the two sectors, and the implications of such changes and differential growth for educational requirements and jobs access for women and minority groups. 2) The testing of a public sector labor market model using regression analysis of empirical data on worker and job characteristics and a comparison of these estimates with a similar analysis of the private sector. (Author)

EP740562 $53,989 Levitin

A Study of the Utilization of Postsecondary Education in Careers.
INVESTIGATOR Solmon, Lewis C., Bisconti, Ann S.
ADDRESS 924 Westwood Blvd., Suite 850, Los Angeles, Calif 90024 (213) 825-1925
Higher Education Research Inst., Inc., Los Angeles, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
California Congressional District Number 28
GRANT NIE-G-74-0091
FY74 $53,989 06-Jun-74 TO 31-Aug-75
DESCRIPTORS *Career Development, Career Opportunities, Classification, *College Majors, *Employment Qualifications, Engineers, Occupational Clusters, Occupational Information, *Occupational Surveys, *Post Secondary Education, Scientists, Working Women
Start Date 6 Jun 74 End Date 31 Aug 75

We will first seek to determine the factors associated with employment in careers that are related or remote to the field of study in college. Second, we will study the relationship between the use of education in careers and employment outcomes, such as earnings and job satisfaction, among others. The study will make use primarily of the American Council on Education's longitudinal file of 1961 college freshmen who have been followed-up in 1965 and 1971. The Ohio State National Longitudinal Surveys of women aged 30 to 44 and the National Research Council Roster of Doctorate Scientists and Engineers will also be analyzed where appropriate. We seek to develop a methodology for classifying occupations related to and remote from the types of postsecondary training obtained by those employed therein. Then using multiple regression analyses and related techniques we shall study factors leading to entry into "related" or "remote" jobs and the consequences of entering one or the other type in terms of career development. (Author)

EP740565 $9,788 Levitin

Life History Data on the Occupational Effects of Obtaining Educational Credentials Through Alternate Routes.
INVESTIGATOR Karweit, Nancy L., Holland, John L.
ADDRESS Center for Social Organization of Schools, Charles and 34th Sts., Baltimore, Md. 21218, (301) 366-3300 Ext. 787
Johns Hopkins Univ., Baltimore, Md.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Maryland Congressional District Number 3
GRANT NIE-G-74-0097
FY74 $9,788 01-Nov-74 TO 31-Oct-75
DESCRIPTORS *Biographical Inventories, *Educational Certificates, *Educational Experience, Males, *Part Time Students, *School Industry Relationship, Vocational Development
Start Date 1 Nov 74 End Date 31 Oct 75

The proposed research seeks to (a) describe the alternative educational routes used at different ages, (b) investigate the personal conditions and characteristics that are associated with use of each specific educational pattern (with emphasis on relationships for minorities and women), and (c) study the consequences of alternative means to the same educational credential on an individual's career (measured by income and occupational status). To describe the pattern of schooling and to examine the effects of non-standard routes to obtaining the same educational credential, we will use the life history sample collected by the Social Accounts Project conducted at the Center for Social Organization of Schools. This life history survey of separate national samples of white men and black men (total number = 1,589) contains data on family, educational and occupational activities of each respondent from age 14 to the time of the survey in 1968. (Author)

EP740566 $31,466 Lipman-Blumen

Differences in the Achievement-Affiliation Conflict.
INVESTIGATOR Amster, Harriet
ADDRESS Dept. of Psychology, Arlington, Tex. 76010, (814) 273-2281
Texas Univ., Arlington
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Women Studies Program
Texas Congressional District Number 24
GRANT NIE-G-74-0101
FY74 $31,466 01-Jul-74 TO 01-Nov-75
DESCRIPTORS Achievement Need, *Affiliation Need, Arousal Patterns, Conflict, Failure Factors, *Females, *Low Achievement Factors, *Low Motivation, Psychoeducational Processes, Psychological Needs, Psychological Patterns, Role Perception, *Sex Role, Success Factors
IDENTIFIERS *Achievement Affiliation Conflict
Start Date 1 Jul 74 End Date 1 Nov 75

The proposed research relates to the psychological barriers underlying widespread underachievement of women in our society. It focusses upon fear of future failure and fear of success (achievement-affiliation conflict) as motives underlying women's failure to pursue achievement in the face of success. The research involves two experimental tests of a theory of success avoidance in which it is hypothesized that performance and achievement motivation following success will decline under experimental arousal of fantasy concerning the achievement-affiliation conflict and will improve when fear of future failure is reduced by the experimental arousal of positive achievement fantasy. Sex role traditionality will be studied in relation to the potential benefits of the positive arousal. The investigation will also consider the role of external attribution (tendency to attribute performance to luck rather than effort and ability) in relation to fear of failure and fear of success. Since reliable and valid measures of achievement motivation are not available, the present research development of a test of achievement avoidance. It will be validated through its correlation with performance change in the first experiment. The second experiment will provide an empirical test of the operation of the motives underlying achievement avoidance. (Author)

EP740569 $90,825 Hoch

A Study of Social Psychological and Cultural Factors Related to Achievement & Aspirations of Urban Community College Students.
INVESTIGATOR Epps, Edgar
ADDRESS 5835 Kimbark, Chicago, Ill. 60637, (312) 753-3809
Chicago Univ., Ill.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Illinois Congressional District Number 1

GRANT NIE G 74-0092
FY74 $41,668 20 Jun 74 TO 31 Dec 75
DESCRIPTORS Achievement, *Career Choice, *Community Colleges, Cultural Factors, *Longitudinal Studies, *Occupational Aspiration, Personality, Social Factors, *Urban Schools
Start Date 20 Jun 74 End Date 30 Jun 77

This proposal is an exploration of the achievement/attainment process among urban community college students The diverse population of an open door junior college system is examined to determine the relationship of background variables, demographic factors, and personality traits to persistence or attrition in transfer and occupational students An attempt will be made to explain the processes which affect aspiration decisions regarding occupational choices, amount and type of additional education selected and level of achievement while in college A cohort of 2,100 full time freshman students will be randomly selected from the campuses of the Chicago City Colleges A three-year longitudinal study will be conducted with the sample to collect data on their achievement progress, educational decisions, and occupational choices Data from questionnaires, school records, and interviews will be augmented with naturalistic observation and intensive interview (Author)

EP740571 $25,843 Lotz

Evaluating the Returns to the Education of Women
INVESTIGATOR Madden, Janice
ADDRESS 3718 Locust Walk, Philadelphia, Pa 19174 (215) 594 6739
Pennsylvania Univ, Philadelphia
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 25 Mar 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Pennsylvania Congressional District Number 1
GRANT NIE G 74 0094
FY74 $25,843 20 Jun 74 TO 31 Aug 75
DESCRIPTORS Academic Achievement, *Females, Salary, Income, Secondary School Education, *Sex Discrimination
Start Date 20 Jun 74 End Date 31 Aug 75

The general purpose of this study is to explain the economic basis for the differences in the distribution of education over males as a group and over females as a group Innovative measures of economic returns to education are explored in order to accurately describe the effects of education on the future productivity of both males and females This measurement process focuses on two components (1) market returns or increases in income associated with education, and (2) non-market returns or increases in efficiency in the household (and in other non-paid activities) associated with education It is hypothesized that the concentration of females in the high school graduate category is the result of (1) occupational screening by sex operating to restrict female entry into non high school jobs, and (2) high school education having a greater effect than college on household efficiency These hypotheses are explored in numerous ways Data from the National Survey of Labor Force Behavior is used to estimate regression equations which model the determinants of income, education, training, and ability Further regressions are run with family income Estimations are also performed on the data aggregated according to occupational groupings Using these results a test for occupational screening by education and by sex is performed The second part of the study explores the relationship between educational requirements for jobs and other characteristics of those jobs The jobs are classified according to the sex of the job holders Various statistical tests are then used to test whether different levels of education provide different qualities of jobs for males and females (Author)

EP740586 $70,975 Johnson

Education, Expectancies, and Employment of Women and Minorities
INVESTIGATOR Gurin, Patricia; Morrison, Betty M
ADDRESS Institute for Social Research, 426 Thompson St, Ann Arbor, Mich 48106 (313) 764 9300
Michigan Univ, Ann Arbor
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Michigan Congressional District Number 2
GRANT NIE-G 74 0068
FY74 $70,975 20 Jun 74 TO 31 Dec 75
DESCRIPTORS Adults, Caucasians, Data Analysis, Educational Experience, Equal Opportunities (Jobs), Expectation, *Females, *Labor Market, Males, *Negroes, Occupational Aspiration, *Work Experience
Start Date 20 Jun 74 End Date 31 Dec 75

The specific objectives of the proposed research are to investigate 1) the actual education and labor market experiences (attempts to obtain additional education, training, and/or better jobs) and the perceptions of obstacles experienced of male and female, black and white adults currently in and out of the labor force, 2) the relationships between these education and labor market experiences and the current expectancies of these groups of adults, 3) how expectancies condition sex differentials in future job aspirations, 4) how expectancies explain current occupational classification, 5) the direct effects of labor market and continuing education experiences, and indirect effects through current expectancies, on occupational classification, and 6) the possible conditioning role of original level of education in the impact of labor market experiences on expectancies and on occupational differentiation by sex and race The data to be analyzed under the funds requested were collected in the 1972 Survey Research Center election study on a national probability sample of adult men and women The present request provides for coding the open ended questions on actual education and labor market experiences, perceptions of obstacles in the market, and future aspirations, for merging these data with the material from structured questions already on tape, and for carrying out the multiple classification analyses, factorial analyses of variance, and path analyses we have outlined to meet our specific objectives (Author)

EP740588 $30,836 Johnston

Education and the Social Structure of a American City: Providence, Rhode Island, 1885-1925
INVESTIGATOR Perlmann, Ari Joel
ADDRESS 118 W 79th St, New York, N Y 10024 (212) 724-1679
No Affiliation
ORG TYPE Individual
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 1 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
New York Congressional District Number 19
GRANT NIE-G-74 0075
FY74 $25,130 20 Jun 74 TO 31 Dec 75
DESCRIPTORS *Achievement, *Census Figures, *Educational Background, *Occupational Surveys, Social Class, *Social Mobility, Socioeconomic Background, Socioeconomic Status
IDENTIFIERS *Providence, Rhode Island
Start Date 20 Jun 74 End Date 15 Aug 76

Samples of individuals reaching high school age will be selected from the manuscript schedules of the Rhode Island State Census of 1885, 1915, and 1925 and from the manuscript schedule of the United States Census of 1900 Sample members will be traced to school records and tax books, and forward to sources which indicate their occupation and property holdings in later life To obtain substantial numbers of high school students and of upwardly mobile individuals, the samples from the census will be supplemented by subsamples from high school records and marriage licenses, which will also be traced to appropriate sources (Author)

EP740612 $43 220 Lotz

Effect of Education on the Occupational Achievement of Various Ethnic Groups.
INVESTIGATOR Carliner, Geoffrey
ADDRESS Dept of Economics Oberlin, Ohio 44074 (216)774-1221 Ext 3630
Oberlin Coll Ohio
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Education and Work
Ohio Congressional District Number 13
GRANT NIE-G-74-0090
FY74 $43 220 20-Jun-74 TO 31-Aug-75
DESCRIPTORS Achievement Discriminatory Attitudes (Social) *Economic Status *Educational Benefits Educational Improvement Educational Policy Educational Responsibility *Employment Level *Ethnic Groups Females Government Role Labor Force Males *Minority Groups Racial Differences Wages
Start Date 20 Jun 74 End Date 31 Aug 75

The proposed study will examine the effect of education on two measures of economic achievement occupational status and earnings for men and women of different ethnic groups It is an extension of research the principal investigator is currently performing under a grant from NIE on differences in earnings and education among thirteen ethnic groups The proposed study will extend this year s study to include occupation as well as earnings as a measure of economic achievement and will cover many minority groups not identified in the data used for this year s study It will also include ethnic differences for women as well as those for men including labor force participation in addition to earnings and occupation Finally the study will attempt to analyze how government efforts against job discrimination can best be coordinated with educational policy Throughout the study the emphasis will be on the role of education in eliminating ethnic and racial differences in economic status The main analytical technique will be multiple regression using data on individuals from the Current Population Survey and the one in a hundred sample from the 1970 Census of Population The dependent variables will include labor force participation the Duncan index of occupational status and earnings The independent variables will include age sex location education marital status and ethnic group The study will indicate which minority groups can benefit most from more education whether they can benefit more at certain levels than at others and to what extent they can only benefit only if educational improvement is combined with strong government action against labor market discrimination (Author)

EP740614 $66 296 Stalford

An Empirical Estimation of the Impact of Alternative Post Secondary Education Policies.
INVESTIGATOR Bishop, John H
ADDRESS 1180 Observatory Drive Madison Wisconsin 53706 (608)262-5380
Wisconsin Univ Madison
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst of Education (DHEW) Washington D C Office of Programs National Inst of Education (DHEW) Washington D C Program for Education and Work
Wisconsin Congressional District Number 2
GRANT NIE-G-74-0100
FY74-$66 296 20-Jun-74 TO 29-Feb-76
DESCRIPTORS Adult Students Educational Experience *Educational Policy Environmental Influences *Government Role Grade 11 Higher Education *Low Income Groups *Post Secondary Education Public Policy *Social Mobility Socioeconomic Background Student Characteristics Wages Youth
IDENTIFIERS Project Talent
Start Date 20 Jun 74 End Date 29 Feb 76

The purpose of this project is to produce some of the analytical and empirical components necessary for intelligent setting of post-secondary education policy especially as this policy relates to the social mobility of women and of youth from low income backgrounds The dependent variables are near term measures of long-run social mobility (a) college entrance (b) choice of type of school (c) college retention and completion (d) entrance into graduate school and the quality of the graduate program (e) early marriage (f) earnings Our focus is on the impacts of environmental characteristics that are under the control of government college availability input quality of the high school and college attended socio-economic background and average ability of the other students attending one s high school or college and draft pressure The effect of these policy instruments on different populations will be examined by stratifying most of our analysis by sex age family income and an I Q measure The 57 000 Project Talent 11th graders who responded to the 1 or 5 year follow up questionnaires provide the data base for most of the analysis Using 1970 Census public use tapes we will also make special studies of (1) the impact of schooling quality on earnings for the general population and (2) the determinants of undergraduate college enrollment of adults Finally this project will investigate the long run efficiency of policies designed to increase the number of college graduates by estimating elasticities of substitution between college labor and other inputs and then using this to project the future course of the college graduates relative wage (Author)

EP740625 $43 725 Chibucos

Generalized Effected of Modeled Self-Reinforcement Training
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Stanford Univ Calif
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050
National Inst of Education (DHEW) Washington D C Office of Research National Inst of Education (DHEW) Washington D C Teaching and Curriculum Div
California Congressional District Number 17
GRANT NIE-G-74-0027
FY74-$43 725 20-Jun-74 TO 31-Aug-75
DESCRIPTORS *Behavior Change Children *Imitation Individualized Programs Learning Processes Mathematics Curriculum Observation *Performance Criteria *Reinforcement Role Models *Self Reward
IDENTIFIERS *Self Reinforcement
Start Date 20 Jun 74 End Date 31 Aug 75

The primary aim of the proposed research is to examine self-evaluative and self-reinforcement processes which have been postulated to control much of children s behavior in the absence of powerful extrinsic incentives and to investigate specifically the conditions under which exposure to modeled self-reinforcement training procedures will produce generalized effects on children s subsequent self-reinforcement behavior in different situations To these ends the proposed research includes a series of studies which examine the effects of exposing children to a model who imposes upon himself either a highly stringent or a more lenient performance standard for self-reward in various contexts on those children s subsequent self-reinforcement behavior In addition to providing information on the immediate effects of such modeled self-reinforcement training as in previous research however the present studies attempt to provide further information in three directions First these studies attempt to examine specifically the extent to which subjects have actually internalized the performance standards they adopt in an initial test situation by assessing unobtrusively the self-reinforcement behavior of subjects at a later time in presumably unrelated test situations and subjects own classrooms Second these studies will also include a variety of measures on variables such as the subject s perceptions concerning the task his subjective self-evaluations his recall of the model s actions his enjoyment of the task etc which may mediate individual and treatment differences in the performance standards adopted by children Third these studies will attempt to assess directly the practical implications of these findings by examining the effects of self-reinforcement and self-observation training on children s performance in an individualized self-paced mathematics curriculum (Author)

PROJECT RESUMES

EP740634 $158,085 Wederath

A Simultaneous Equations Model of the Educational Process for U.S. Minority Groups.

INVESTIGATOR Sanday, Peggy R
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Pennsylvania Univ., Philadelphia
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 29 Mar 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Multicultural Programs
Pennsylvania Congressional District Number 1
GRANT NIE-G-74-0070
FY74 $91,453 20-Jun-74 TO 31-Dec-75
DESCRIPTORS Academic Achievement, Adjustment (to Environment), Cultural Differences, Data Analysis, *Learning Processes, *Minority Groups, *Models, Self Concept, *Statistical Analysis
Start Date 20 Jun 74 End Date 31 Aug 76

The purpose of this research will be to empirically test an explanatory model of the educational process for U.S. minority groups using a national sample measured in 1965 (the Coleman data tapes) and a national sample measured in 1972 (the National Longitudinal Study of the High School Class of 1972 data tapes). We conceptualize the educational process as one involving multiple outputs with feedback between the outputs. Consequently, we employ simultaneous equations estimation procedures in our empirical analysis. The long range objectives are to provide (1) an empirically reliable and consistent model of the educational process for U.S. minority groups which can be used as a baseline for comparison by those engaged in indepth studies of particular groups, and (2) empirical estimates of the relative effect of various home, individual, and school variables on certain educational outputs (including self-concepts as well as scholastic achievement) in order that present educational policy and future policy alternatives can be evaluated. The minority groups to be studied are Oriental Americans, Blacks, Puerto Ricans, Mexican Americans, and American Indians. This analysis will allow us to (1) compare the results across minority groups in order to estalbish whether there are significant differences in the way the endogenous variables are inter-related and affected by the exogenous variables, (2) compare the results for each minority group with the results for the White sample, (3) compare the results for each minority group across age and time, (4) analyze regional differences within minority groups, (5) examine empirically the question of the degree to which minority group scholastic achievement is a function of adaptation to minority status or the result of significant cultural differences between home and school. (Author)

EP740651 $95,000 Burlingame

Elementary School Social Climates and School Achievement.

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Michigan State Univ., East Lansing
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Michigan Congressional District Number 6
GRANT NIE-G-74-0020
FY74 $72,000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Academic Achievement, Achievement Rating, Culturally Advantaged, Culturally Disadvantaged, Disadvantaged Environment, *Educational Environment, *Elementary Schools, Learning Experience, Lower Class, Middle Class, Social Class, Social Environment, *Social Influences, Student Evaluation, Student Motivation, *Success Factors
Start Date 20 Jun 74 End Date 30 Jun 76

The objective of this research is to determine the extent to which a set of social climate variables identified in previous research (Brookover et al., 1973) explain the variation in school achievement in a stratified random sample of Michigan elementary schools when social class and racial composition and organizational types are controlled. Much research has concluded that children from low SES and certain minority group families who attend schools composed of similar children achieve at significantly lower levels than do middle SES children attending middle SES schools. Such research also demonstrates that input variables (teacher education, facilities, teacher-pupil ratio and materials) do not account for much achievement variation in American elementary schools. We propose, in cooperation with the Michigan Department of Education, to select a stratified random sample of approximately 115 Michigan elementary schools. By post hoc controlling for SES, race and urbanization, we seek to determine if the previously identified factors significantly predict the variation in school achievement among this random sample. We also propose to control for the "open-closed" nature of the school organization. Climate and organization data will be collected from the upper elementary (fourth, fifth, and sixth) grade students in each school, their teachers, and the school principal. The major statistical tool will be multiple regression analysis. Some case analysis will also be employed to help determine the manner in which the "atypical" SES-achievement relationship was brought about. If this study verifies the importance of school climate variables in explaining the differences in mean school achievement in elementary schools, it will be possible to design the teacher education and administrative policy to modify the school climates. (Author)

EP740652 $85,000 Wheeler

Classroom Organizational Restructuring to Optimize Social-Emotional and Cognitive Growth.

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
Georgia Congressional District Number 10
GRANT NIE-G-74-0023
FY74 $52,514 20-Jun-74 TO 30-Nov-75
DESCRIPTORS Affective Behavior, Cognitive Development, *Grouping (Instructional Purposes), Helping Relationship, Interpersonal Relationship, *Peer Relationship, *Peer Teaching, Role Theory, Social Attitudes, Social Relations, Social Structure, *Tutoring
Start Date 20 Jun 74 End Date 31 Aug 76

In this 26-month project we propose to explore, through a multi-factor experimental design, some cognitive and affective consequences on both tutee and the tutor, of classroom reorganization for same-age peer tutoring. College, and later, public school students will serve as subjects. The project represents a convergence of practical concerns with the relative merits of same-age peer tutoring, and of theoretical concerns with the social structural variables that may affect the helping relationship of tutor and tutee. The peer tutoring literature as well as social theory suggest that tutors more than tutees will (and expect to) learn from the tutoring experience, although it seems probable that the performance of both will be greater when the tutor's initial competency is superior than when it is inferior to the tutee's. For the college experiment, volunteers from the same course section will be paired. Within each pair one member will be randomly assigned to each role (tutor or tutee) to insure that in each third of the pairs, the initial competency of the tutor was superior to, equal to, or inferior to the tutee's, judging from pretested achievement. Each pair will know that they will be together for two sessions but will be uncertain initially as to whether their roles would be switched for the second session. The session tutor will receive instruction on materials he is to cover in that session only, then will instruct the tutee on that material. An achievement test will be administered in each session to both parties, following the tutoring. (Author)

EP740661 $7 400 Burlingame

Authority in the Junior High School
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Earlham Coll Richmond, Ind
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst of Education (DHEW) Washington, D C Office of Research National Inst of Education (DHEW), Washington D C Basic Studies Div
Indiana Congressional District Number 10
GRANT NIE-G-74-0022
FY74-$7 400 20-Jun-74 TO 15-Jun-75
DESCRIPTORS Conflict, Educational Environment, *Group Structure, Interviews, *Junior High Schools, Observation, Organizational Climate, *Power Structure, *School Organization, Secondary Education, *Social Factors, Social Structure
Start Date 20 Jun 74 End Date 15 Jun 75

The proposed research concerns the nature and variations of authority in secondary schools especially junior high schools It uses an original conceptualization of authority which makes it possible to articulate varying models of authority that eventuate in conflicts over compliance in which all parties believe themselves morally in the right It analyzes the use of other forms of power Ant it applies concepts and insights developed in the sociological study of other organizations to a systematic consideration of the school as a formal organization The empirical setting for the study is in four junior high schools Two are in one district in the west with a diverse and changing constituency The student body is 40% black in each school The other two schools are in a district in the southern part of the midwest with a stable and conservative constituency The student body in each school is about 25% Appalachian immigrants The research does not pretend to demonstrate the frequency of given causal relationships, but is intended to identify crucial social variables and to suggest the range of ways in which they can shape individual action Accordingly the data are qualitative Data are obtained through semi-structured interviews with every category of person from student to principal, observation in all parts of the school, and documents of several kinds Because each of the schools has a diverse student body, it is possible to see how different kinds of students react to a single school setting and even a single teacher, and how the school and the teachers change their behaviors with different kinds of students (Author)

EP740662 $31 400 Wederath

Persistence, Variation and Change in Mexican American Family Patterns: A Study of the Impact of Sociocultural Factors on Family Behavior in Three Settings.
INVESTIGATOR Carlos, Manuel L
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California Univ, Santa Barbara
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst of Education (DHEW) Washington, D C Office of Research National Inst of Education (DHEW) Washington, D C Multicultural Programs
California Congressional District Number 36
GRANT NIE-G-74-0024
FY74-$26 000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS Cultural Awareness, Ethnic Groups, *Family (Sociological Unit), *Family Influence, Family Role, *Family School Relationship, *Mexican Americans, Role Perception, Social Change, Social Factors, Social Values, Sociocultural Patterns
Start Date 20 Jun 74 End Date 30 Jun 76

The purpose of this study is to examine persistence and variation in traditional forms and values of Mexican American families A key premise of the research is that family patterns, like other social forms, are dynamic units through which people adapt and react to the larger society, achieve material satisfactions, set and meet social goals They are, in a phrase, coping mechanisms The research will therefore focus on the instrumental (i e, strategy making) aspects of three Mexican American family patterns familism, male-female role configuration and the compadrazgo (fictive kinship) Moreover, the study will examine the factors which enhance or limit these strategy making aspects The proposed study is designed to investigate the variance in structural and normative family patterns with the objective of determining if there is a systematic relationship between persistence and change in family forms and the sub-cultural family's access to and perception of alternative strategies for the satisfaction of life goals A further objective of this research is to ascertain, by interviewing methods, the degree to which the perceptions of school personnel reflect a knowledge of traditional Mexican American family patterns, variations in the norms and behavior of the sub-cultural family, and the reasons for these variations (Author)

EP740664 $67 800 Lipman-Blumen

The Effects of Alternative Classroom Structures on Strengthening and Maintaining Cross-Sex Interaction.
INVESTIGATOR Michaels, James W Jr, Holland, John L
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Women Studies Program
Maryland Congressional District Number 3
GRANT NIE-G-74-0067
FY74-$38 888 20-Jun-74 TO 30-Apr-76
DESCRIPTORS *Interaction Process Analysis, Junior High School Students, Negative Reinforcement, Peer Relationship, Positive Reinforcement, *Rewards, Role Perception, Sex Differences, *Sex Discrimination, Socialization, *Stereotypes, *Task Performance
IDENTIFIERS *Sex Roles
Start Date 20 Jun 74 End Date 30 Apr 77

The objectives of the proposed research are to determine the effects of alternative combinations of structured cooperative and competitive task interdependence and positive and negative reward interdependence on the strengthening of informal across-sex task relationships and the reduction of sex-role stereotyping among junior high school students The proposed research would differ from previous research, designed primarily to strengthen across-race interaction, in that task interdependence as well as reward interdependence would be systematically varied It is argued that predominately within-sex task interactions contribute to numerous observed sex differences envolving self-concept, career plans, and subsequent educational and occupational training Math classes in a Baltimore secondary school would be randomly assigned to control and experimental treatments and students within classes would be appropriately assigned to groups, competitors, or teams according to treatment so that all students and student teams compete only with others of similar ability Both behavioral and student self report measures of the major dependent variables would be taken prior to, during, and after termination of treatments The six treatments systematically vary sex composition, task relationship and reward relationship Due to the large number of experimental treatments, the research would be implemented in two stages Data from the two stages would be both independently and jointly analyzed using multivariate analysis of variance and linear multiple regression (Author)

EP740676 $25 898 Porter

School Effects on Growth in Academic Achievement.
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Wisconsin Univ, Madison
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst of Education (DHEW) Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Measurement and Methodology Program
Wisconsin Congressional District Number 2
GRANT NIE-G-74-0047
FY74-$25 898 20-Jun-74 TO 31-May-75
DESCRIPTORS *Academic Achievement, *Achievement

Gains, Educational Opportunities, Educational Resources, *Intellectual Development, *Junior High Schools, Longitudinal Studies, School Environment
Start Date 20 Jun 74 End Date 31 May 75

This proposal requests support for a study of school effects on academic achievement The proposed study will be a three year longitudinal study of growth in achievement and in individual determinants of learning based on junior high school students in twenty schools It is the overall objective of the proposed study to reassess the effects of schools using longitudinal data in an intensive study of schools and their students This will involve measuring the opportunities for learning in schools and the relation of schools' instructional resources to the level of opportunities, and measuring the impact of schools social environment on the development of students' intellectual resources A dynamic causal model of the achievement process is proposed that will enable us to identify these various effects Twenty junior high schools will be selected for study All students entering 7th grade in the first year of the study will constitute the main sample and they will be followed through junior high school In addition data will be obtained on the 8th graders in the first year of study, and those students that enter junior high schools in the second year of study This will enable us to separate cohort, period and age effects on relevant variables, and to validate the results obtained on the main sample Data will be gathered every year on academic achievement, on attitudes and values relevant for learning, and on student family background These data will be obtained through tests and questionnaires administered to students In addition, data on school characteristics will be obtained from teachers, administrative staffs and principals in the first year of the study and for some items again in the last year of study (Author)

EP740693 $68,000 Chibucos

Behavioral and Cognitive-Personality Approaches to the Problem of Transfer of Skills Following Behavioral Intervention Programs with Head Start Children
INVESTIGATOR Redd, William H
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Illinois Univ Urbana
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Research-National Inst of Education (DHEW), Washington, D C Teaching and Curriculum Div
Illinois Congressional District Number 21
GRANT NIE-G-74-0025
FY74 $33,000 20-Jun-74 TO 20-Feb-76
DESCRIPTORS *Behavior Change, Classroom Observation Techniques, Disadvantaged Youth, *Intervention, Low Income Groups, *Preschool Children, *Skill Development, *Transfer of Training, Tutoring
IDENTIFIERS *Head Start Children
Start Date 20 Jun 74 End Date 20 Aug 77

This research will investigate methods for promoting the transfer of skills acquired during special training sessions to the classroom The target population will be low-income, black and white second- and third-grade children who have participated in Head Start programs and who have been identified by their teachers as having academic and social deficits A series of studies are proposed to examine three approaches to problems of transfer of skills following programs of intervention All of the studies involve college students tutoring disadvantaged children outside the classroom The first study will examine the effects of varying the stimulus conditions under which tutoring is carried out (i e, generalization training) on transfer of skills to regular classroom activities The effects of generalization training will be compared to regular one-to-one tutoring outside the classroom The second study will investigate the utility of tutors outside the classroom instituting contingency systems for classroom performance Study 3 will investigate the effects of teaching children to use self-control methods to maintain their own classroom behavior The fourth experiment will study the effects of teaching disadvantaged children to use verbal mediators to control their own behavior Study 5 will compare the effectiveness of success training, persistence training, and attribution retraining on the maintenances of children's classroom following programmed intervention Another purpose will be to determine for what types of children each method is most effective The last study that is outlined in the proposal will investigate the combined use of generalization training and attribution retraining to increase transfer of newly-acquired skills In all of the studies, pre- and post-intervention behavioral observation, academic testing, and cognitive-personality assessment will be conducted (Author)

EP740697 $37,400 Otte

State Aid for Special Education: Who Benefits?
INVESTIGATOR Wilken, William H, Porter, David O
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National Foundation for the Improvement of Education, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs-National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
District of Columbia
GRANT NIE-G-74-0021
FY74 $27,340 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Educational Finance, *Interviews, *Special Education, *State Aid, *Tax Allocation
IDENTIFIERS *Georgia, *Massachusetts
Start Date 20 Jun 74 End Date 31 Mar 76

Our principal working hypothesis is that state aid for special education is distributed to school districts less in relation to their statutory eligibility than in relation to their will and ability to obtain it To test this hypothesis, we will examine the correlation between the distribution of state special education aid and three groups of variables of perennial importance to the flow of intergovernmental revenue These include (1) objective legislative and administrative requirements, (2) selected grant recipient characteristics, and (3) selected grant donor characteristics We will examine the distribution of state special education aid in two states (Massachusetts and Georgia) having special education grant programs, school finance systems, school governance institutions, and population characteristics that are not only very different from one another but also common to many other states Our analysis will be divided into two phases The first phase will ascertain the aggregate relationship between the distribution of special education aid and the widest possible range of independent variables thought to affect that distribution Based partly on findings from the first phase, the second phase will entail 275 faco-to-face interviews of persons selected for the roles of the allocation and mobilization of special education aid (Author)

EP740703 $85,117 Holt

Model Legislative and Administrative Standards for Ensuring High Quality Education
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Lawyers' Committee for Civil Rights Under Law, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs-National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
District of Columbia
GRANT NIE-G-74-0031
FY74 $85,117 20-Jun-74 TO 30-Sep-75
DESCRIPTORS *Administrative Principles, *Educational Legislation, *Educational Specifications, Equal Education, Models
Start Date 20 Jun 74 End Date 30 Sep 75

Our project will focus on finding, in existing legislative and administrative schemes, or developing, where adequate structures do not now exist, educationally sound, legally enforceable and administratively manageable standards for selected substantive areas of educational significance We do not propose a model education code, but rather a set of flexible alternative standards for specific areas of the law that relate to opportunities for equal and adequate educational experiences Using as a base the results of the Lawyers Committee's current fifty-state study of existing educational standards, as well as input from other groups doing research on particular standards, we propose to establish a list of priority areas to be studied and, for each item on that list, to select from standards (1) that now exist, (2) that have been proposed, or (3) that we develop, a model or alternative models. Those models will be accompanied by extensive commentary that discuss the criteria used in making the choice, the pros and cons of each model or alternative, special problems encountered in finding models for each standard, etc. Throughout this process the legal staff will consult frequently with a carefully selected Advisory Committee composed of nationally recognized experts on law and education as well as with educators who have special interest and expertise in the particular area being studied at any given point in the project. (Author)

EP740714 $60,000 Randour

Performance Consequences of Sex Bias in the Content of Major Achievement Test Batteries.

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Educational Testing Service, Princeton, N.J.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
New Jersey Congressional District Number 4
GRANT NIE-G-74-0008
FY74 $60,000 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Achievement Tests, *Content Analysis, Role Perception, *Sex Differences, *Test Bias, *Test Reviews
Start Date 20 Jun 74 End Date 31 Dec 75

The proposed study will focus on the role of test content as a concomitant of sex differences in test performance. There have been several demonstrations of the role of content in determining both the magnitude and direction of sex differences. However, the major achievement test batteries, widely used in educational decision making at both the elementary and secondary school level, have not been systematically examined. The study will have the following objectives: (a) to determine the incidence of sex-oriented content in the tests using both an explicit and an implicit definition of sex-orientation, (b) to identify specific item material which might be removed from consideration in scoring if the goal of reduced bias were sought, (c) to increase the awareness of test publishers regarding the role of content in test properties, together with recommendations for practices which reduce bias, and (d) to evaluate observed sex differences in tests for their implication for instruction. The study will have three related phases: (1) An analysis of sex-oriented content using explicitly-defined references to the sexes and their roles, (2) An analysis of sex-oriented content using implicit definitions and judges' rating of the material, and (3) An item level data analysis, comparing the sexes and linking the data to the content characteristics observed in (1) and (2). The study will differ from several previous studies in its scope and in its focus on item level data. Such data will consider not only differences in the absolute level of test success between the sexes, but variations in patterns of responses to items. (Author)

EP740715 $188,717 Moles

A Longitudinal Study of How Children (Black, White, Low SES, Middle SES) Develop Expectations for Their Own Performance from K to Grade 3.

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Johns Hopkins Univ., Baltimore, Md
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div
Maryland Congressional District Number 3
GRANT NIE-G-74-0029
FY74 $89,717 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Academic Achievement, Caucasians, Early Childhood, *Kindergarten Children, Longitudinal Studies, Negroes, *Primary Grades, Racial Factors, *Self Concept, *Social Relations, Socioeconomic Status
Start Date 20 Jun 74 End Date 30 Jun 77

This research aims to uncover how it is that young children develop expectations for their own performance when they begin school, and particularly how the social matrix they are embedded in affects the process. The "social matrix" means both the proximate social network of significant others and the distal network implied by SES or racial group membership. Young children's expectations for their own performance will be studied longitudinally with the child nested in his social context of significant others. Several cohorts of children will be individually followed from the time they start school through the second grade. Three social milieux will be included: white segregated middle class, integrated (60% black) lower class, and black segregated lower class. Parents' expectations, teachers' expectations, peer expectations and the general social context will be assessed in a causal framework (like that employed in sociological studies of status attainment with older children). The dependent and other variables will be measured several times so the model is dynamic. The aim is to specify how each of the antecedents affects children's expectations and performance, and how the circular process of expectations affecting performance and then performance affecting expectations operates once it is set in motion. Both repeated survey and observational data will be procured. An extensive pilot study indicates both the feasibility of the research and its likely success. The data will be procured by individual interviews of children and parents, and by use of school records. The analysis will involve time-lagged cross tabulations as well as data reductions designed to evaluate specific causal models expressed in terms of structural equations. (Author)

EP740737 $20,422 Coulson

Information Demands of Curriculum Supervisors

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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Louisiana Congressional District Number 1
GRANT NIE-G-74-0056
FY74 $20,422 20-Jun-74 TO 19-Aug-75
DESCRIPTORS Administrator Background, *Curriculum Planning, Decision Making Skills, *Information Needs, Information Seeking, *Information Utilization, Psychological Characteristics, *Supervisors
Start Date 20 Jun 74 End Date 19 Aug 75

The purpose of this proposed study is to determine the sources and topics of information sought by curriculum supervisors when they are considering curriculum decisions. In addition, the relationships between the topics and sources of information sought and selected background factors and psychological characteristics of the supervisors will be examined. The study population will be defined as public school personnel in the state of Louisiana who function in the capacity of curriculum supervisor for a school system. A total of ninety subjects will be included in the study. Prior to the data collection session at each site the subjects will be given a questionnaire and two psychological inventories to complete. The type and sources of information they seek when presented with a decision situation will then be determined. The subjects will be requested to assume the role of a consultant and consider the adoption and implementation of an aerospace education program. Each subject will be given a series of reports which will be described as the results of self studies by various committees of the school system. Each report will be listed in the table of contents but the page number will be covered by a tab. To find the report the subjects will be directed to remove the tabs and then read the reports. They will be given 2 1/2 hours to examine whatever reports they feel necessary to prepare themselves to serve as consultants. After the reading period is finished the subject will be directed to write a summary of their recommendations. A record of the missing tabs will be examined to determine information demands. (Author)

EP740744 $52,572 Egermeier

Development of a Field of Educational R and D Management.
INVESTIGATOR Radnor, Michael
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ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO 48004050 PROPOSAL DATE 29 Mar 74
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div.
Illinois Congressional District Number 10
GRANT NIE-G-74-0106
FY74 $52,572 20-Jun-74 TO 31-Aug-75
DESCRIPTORS Comparative Analysis, *Educational Administration, *Educational Development, *Educational Innovation, *Educational Research, *Educational Status Comparison, Models
Start Date 20 Jun 74 End Date 31 Aug 75

A first analysis of some fundamental characteristics of R and D systems and emergent management requirements is presented in some detail. An analysis is developed of Research and Development and Innovative processes (RD/I) structures, personnel, functioning and dynamics. How aspects of such systems are influenced by the contexts (e.g., industrial, health, agriculture) from which they derive is then considered and examples from a variety of sectors indicated. This permits comparative analysis in which matrix models are set up relating context to emergent RD/I systems and to RD/I management requirements. This thinking is used to hypothesize such models in education, given an analysis of that context. We propose to complete and extend this conceptual comparative analysis of RD/I systems into the education context to a point sufficient to permit targeted empirical field work (supported by workshops and an expert panel) to be undertaken. This would permit evaluation of the normative models and of the functioning of educational RD/I systems and management in the present introductory phase and the proposing of likely and desirable future phases of development. (Author)

EP740745 $209,853 Miline

Designing and Starting Innovative Schools: A Field Study of Social Architecture in Education.
INVESTIGATOR Miles, Matthew B.; Lake, Dale G.
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Center for Policy Research, New York, N.Y.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving
New York Congressional District Number 20
GRANT NIE-G-74-0051
FY74 $68,907 20-Jun-74 TO 30-Jul-75
DESCRIPTORS *Educational Development, *Educational Innovation, *Educational Planning, *Experimental Programs, Organizational Development, *Social Planning, Social Systems
Start Date 20 Jun 74 End Date 30 Jun 77

"Social architecture" is the process of envisioning, designing, and bringing into being a new social system. This study has four basic objectives: (1) empirical description of stages in the social-architectural process seen during the planning and creation of innovative schools, (2) assessment of the degree to which innovative intentions are achieved, (3) tracing of linkages between stages of the planning and design process and the final state of the schools as organizations, and (4) empirical study of methods of facilitating productive social architecture. Beginning in November 1974, the study will follow the processes of planning for 6 new schools in the New York-Washington area for 10 months prior to their opening for students in September, 1975. These schools will receive matching funds for facilitative consulting help. Field data collection during the planning period will include observation of and interviews with planners and consultants, and analysis of available documents. The processes of staff recruitment, pre-training, and "start-up" will also be observed and documented closely. During the first two school years of operation, questionnaire and interview data will be collected on a series of "system state" variables (e.g., inputs, goal specifications, structures for communication and influence, psychosocial relationships, leading and managing behavior, change technology, system-environment interface mechanisms, and outputs). (Author)

EP740752 $227,948 Egermeier

A Futures Analysis of Teacher Education Institutions as Innovators, Knowledge Producers, and Change Agencies in the Nation's Educational R and D System.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Indiana Congressional District Number 7
GRANT NIE-G-74-0073
FY74 $109,892 20-Jun-74 TO 31-Aug-75
DESCRIPTORS Case Studies (Education), *Change Agents, *Educational Innovation, Educational Policy, Literature Reviews, *Research and Development Centers, Research Utilization, Surveys, *Teacher Education, *Teachers Colleges
Start Date 20 Jun 74 End Date 31 Aug 76

Among the institutions integral to the educational knowledge producation and utilization system in the U.S., none plays a more encompassing set of organizational roles than the schools, colleges, and departments of education (SCDE). Critics have attacked the SCDE in the performance of each of these roles, charging producation of too little R&D and that of suspect quality, ineffectiveness and inefficiency as change agents and sluggishness as innovators. The intent of this study is neither to confirm nor deny such allegations but to (1) portray as accurately as possible that segment of the R&D system represented by SCDEs, (2) assess the present level of functioning in their research, development, and diffusion roles, (3) project their most likely future both as individual institutions and as a subsystem of the knowledge production and utilization network, (4) posit some alternative, more effective futures, and (5) specify the interventions, both local and national, which would be required to achieve these alternatives. There will be four procedural phases in the study: (1) a normative phase, (2) a case study phase, (3) a scenario development phase, and (4) a policy development phase. The proposed study will provide the first empirical basis for assessing the status and potential future contribution of SCDEs to the Nation's knowledge production and utilization network. (Author)

EP740753 $31,911 Porter

Educational Knowledge Cumulation through Bayesian Inference.
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ORG TYPE College/University
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Maryland Congressional District Number 3
GRANT NIE-G-74-0071
FY74 $31,911 20-Jun-74 TO 30-Sep-75
DESCRIPTORS *Bayesian Statistics, *Communication Problems, *Educational Research, *Rerearch Utilization, School Statistics, Statistical Analysis

Start Date 20 Jun 74 End Date 30 Sep 75

Educational practitioners frequently experience problems in understanding and using the results of educational research. This occurs because research reports are presented in terms which are mysterious to the layman, and also because the results from different studies contradict each other. This problem arises because a paradigm of statististical inference is used which has serious drawbacks when applied to education research, and becuase education research is affected by unnoticed assumptions and by weak data. This, a change in inference procedures which could be more easily understandable, and which could highlight the kinds of assumptions being made and the quality of the data actually obtained, would be a major advance. It appears that the Bayesian framework of statistical inference is well suited as an alternative framework of inference. It offers the advantages mentioned above plus others as well. But, because of its recent development, the Bayesian approach is unfamilar to most educators and educational researchers. Thus, the objective of the proposed project is to carry out an application of this new statistical inference approach to a selected set of studies already part of the educational research literature. By so doing, it will be possible to ascertain the actual applicability of this new approach, and also to learn something about the kinds of disorting influences affecting conventional research reports. (Author)

EP740754 $110,711

Diffusion of Educational Innovations Using an Interactive R&D Information System: A Field Experiment with Cable Television.
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Michigan Univ., Ann Arbor
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D C Information and Communications System
National Inst. of Education (DHEW), Washington, D C Office of Dissemination and Resources
Michigan Congressional District Number 2
GRANT NIE-G-74-0054
FY74 $86,450 30 Jun 74 TO 31 Dec 75
DESCRIPTORS *Cable Television, *Elementary School Teachers, *Information Dissemination, Information Networks, Media Technology, *Research Utilization, *Telecommunication
Start Date 30 Jun 74 End Date 30 Jun 76

Objectives of the present proposal are (1) to determine the potential of an interactive research and development information system, using cable television, in diffusing educational innovations to elementary school teachers through conduct of a field experiment in Bethlehem, Pennsylvania, and (2) to gain a more adequate understanding of the general process of educational dissemination through study of a prototype interactive communication system. Compared to past educational diffusion research, the study (1) is a field experiment, rather than a one-shot survey, (2) gathers data from school teachers rather than from administrators, and (3) focuses not only on the adoption of innovations, but also on the effects of such adoption. The distinctiveness of this proposal is that it utilizes the first interactive cable television system in the United States capable of delivering information to a professional audience. As such, it involves the design and evaluation of a prototypic communication system designed to meet educator's needs for research and development information about educational innovations. (Author)

EP740758 $130,000 Elmendorf

A Study of the Effectiveness of Marketing Programming for Educational Change.
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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D C Office of Dissemination and Resources National Inst. of Education (DHEW), Washington, D C School Practices and Services Div
California Congressional District Number 5
GRANT NIE-G-74-0072
FY74 $130,000 20 Jun 74 TO 30 Jun 75
DESCRIPTORS *Cost Effectiveness, *Educational Change, *Educational Planning, *Information Dissemination, *Marketing
Start Date 20 Jun 74 End Date 30 Jun 75

The proposed research is directed toward the adaptation of a marketing approach for the field of educational change. The program will identify marketing concepts and techniques which offer promise for improving practice in the dissemination and diffusion of educational innovations. In three successive test iterations, sets of these concepts and techniques will be operationally defined, applied in an educational dissemination/diffusion context, and tested on a small scale for effectiveness in that context. The work will culminate in the integration of procedures that can be used for comprehensive planning of educational change efforts. Our objectives are to: (1) Name and define major marketing concepts that are not now used in planning educational change and that have a high probability of improving the current state-of-the-art. (2) Operationally demonstrate how these concepts can be used to develop a marketing strategy for selected educational innovations. (3) Develop a framework for comprehensive planning of educational change efforts. (Author)

EP740764 $97,361 Hansot

A Model for Implementing Accountability Systems in Education.
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AWARD TYPE COMP
CAN NO 48004050 PROPOSAL DATE 3 Apr 74
National Inst. of Education (DHEW), Washington, D C Office of Programs
National Inst. of Education (DHEW), Washington, D C Program for Local Problem Solving
New York Congressional District Number 20
GRANT NIE-G-74-0053
FY74 $97,361 20 Jun 74 TO 30 Nov 75
DESCRIPTORS *Educational Accountability, *Models, *Organizational Climate, *Psychoeducational Processes, *Psychological Services
Start Date 20 Jun 74 End Date 30 Nov 75

The proposed research seeks to build a model for the production and utilization of knowledge about school system effectiveness. The goals of the model are (1) to guide the development and implementation of accountability systems designed to produce knowledge of school effectiveness, and (2) to ensure that school personnel are motivated to use this knowledge. The conceptual basis of the model is organizational diagnosis and intervention in a psychoanalytic framework, although emphasis will be given to developing effectiveness analysis at the classroom level. The research will have four phases. Phase I will involve examining previous research and experience relating to the implementation of accountability systems. Phase II will involve hypothesizing a prescriptive model for implementation that relates environmental, organizational, and psychological variables to different features of accountability systems, different types of implementation strategy, and different modes of effectiveness analysis. Phase III calls for project personnel to field-test the hypothesized model in three different school systems. Phase IV consists of modifying the prescriptive model in light of Phase III testing and adapting it for general use. (Author)

EP740765 $125,867 Hansot

Implementing Innovations in Public Schools.
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Rand Corp., Santa Monica, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP

CAN NO. 4B004050 PROPOSAL DATE 4 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving.
California Congressional District Number 28
GRANT NIE-G-74-0055
FY74-$74,377 20-Jun-74 TO 31-Jul-75
DESCRIPTORS *Educational Innovation, *Federal Aid, Models, *Program Development, *Program Evaluation, Public Schools
Start Date 20 Jun 74 End Date 28 Feb 76

We plan to conduct intensive case studies in five or six school districts of how federally-funded innovations were implemented. The purpose of the research is to conduct structured examinations of the implementation of innovations, as steps toward a grounded theory of planned change that explicitly incorporates the institutional setting. Our approach will be to systematically document and analyze the response of local educational agencies to an opportunity to innovate. We hope to: (1) determine the impact of innovative projects on local school district behavior, thereby identifying what elements of the system are susceptible to change; (2) determine how LEA institutional factors affect project implementation, thereby identifying what aspects of projects are more or less likely to survive the institutional test; (3) determine the effects of federal policy on the innovation process, with respect to impact on both projects and school districts. In the five or six districts selected for this study, two-person teams will spend about three weeks per district in the field conducting case studies, organized about a three-stage model of the development process: support (What decisions did individuals within the policymaking system make to support the project?), adaptation (How did the project affect the system, and how did the system transform the project?), incorporation (How did the innovative project become part of the system's regular operational style?). (Author)

EP740768 $128,269 Mulhauser

Technical Assistance Strategies of Five Educational Linking Organizations.
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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO. 4B004050 PROPOSAL DATE 4 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving.
Illinois Congressional District Number 7
GRANT NIE-G-74-0052
FY74-$128,269 20-Jun-74 TO 31-Dec-75
DESCRIPTORS Behavioral Objectives, *Change Agents, *Consultation Programs, Educational Change, *Educational Innovation, Evaluation Methods, *Technical Assistance
Start Date 20 Jun 74 End Date 31 Dec 75

We propose to study comparatively five technical assistance groups in education (TAG groups) who seek to facilitate educational change through long-term face-to-face assistance to educators and citizens in specific schools and communities. We have identified approximately 40 TAG groups who appear (based on their published literature, on evaluations, and on our site visits) to share eight principles of operation that together define an alternative to the R.D.&D. approach to innovation. The major objective of the study is to carry out comparative investigation of five such organizations focused on (1) the ways in which the behavior of technical assistance specialists from these organizations relates to these eight principles of operation, and (2) the relationship between this behavior and success in implementing innovations that have reality in the day-to-day process of teaching and learning in ordinary classrooms. The core of the research program is a series of month-long study visits to the TAG groups. An important feature of the research is the emphasis on involving members of the TAG groups as collaborators in the research through their extensive review of research plans and results. (Author)

EP740773 $134,599 Schaffarzick

The Curriculum Studies of the 1960's: Implications for Federal R&D Policy.
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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO. 4B004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.
National Inst. of Education (DHEW), Washington, D.C. Program for Local Problem Solving.
District of Columbia
GRANT NIE-G-74-0069
FY74-$88,806 20-Jun-74 TO 31-Aug-75
DESCRIPTORS *Curriculu M Development, *Curriculum Evaluation, Data Collection, *Educational Research, *Followup Studies, Literature Reviews, Program Evaluation
Start Date 20 Jun 74 End Date 30 Sep 76

The purposes of the study are (1) to systematically assess the overall impacts of the curriculum development movement of the 1960s on education and education R&D, and (2) to assess what has been learned about R&D and implementation processes in education as a result of the experiences gained during this period. This movement consisted of large-scale curriculum development and implementation projects, sponsored by the National Science Foundation and the Office of Education. The impacts of these projects will include both direct effects on classrooms and by-product effects on commercial publishing, teacher education, standardized testing, and on the education R&D community. We expect that the by-product effects may be especially significant. To assess what has been learned about R&D and implementation processes in education, differences in the effects of individual projects will be compared to characteristics of their curriculum development processes, their curriculum products, and their implementation activities. The study will be done by gathering and synthesizing the wealth of information that is available on these projects in the open literature, from project records, federal files, and from interviews with participants in the projects, federal managers, and publishers. These interviews will be interpreted and combined with published data to produce the results of the study. (Author)

EP740781 $20,000 Lord

An Analysis of Systemic Barriers to Educational Technology and Instructional Productivity.
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AWARD TYPE COMP
CAN NO. 4B004050 PROPOSAL DATE 1 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology.
Indiana Congressional District Number 7
GRANT NIE-G-74-0036
FY74-$20,000 20-Jun-74 TO 31-Aug-75
DESCRIPTORS *Educational Administration, Educational Change, *Educational Development, Educational Innovation, *Educational Policy, *Educational Quality, *Educational Technology
Start Date 20 Jun 74 End Date 31 Aug 75

The proposed study is an analysis of how various aspects of the laws, regulations, practices and policies in the governance of education inhibit the introduction of technologically-based systems, and, as a result, prevent attempts to increase instructional productivity. The thesis is posited that technologically-based instruction in its comprehensive forms competes with, rather than is complementary to, traditional instructional practice. Because the laws, regulations, practices, and policies (the superstructure) of the governance of education evolved in reference to (and in support of) classroom teachers as the base of the educational system, efforts to establish a new instructional base (technologically-based instruction) are defeated by the current superstructure. Regulations and laws designed to assure quality of instruction now act as inhibitors to increasing instructional productivity through educational technology. The proposed study will examine key areas of the governance of education to determine the kinds of changes needed in order to facilitate large-scale use of educational technology and alternative instructional modes. Certification and accreditation practices, state aid formulas, state department of education policies, and negotiated contracts are the areas to be examined. On the basis of the data gathered, recommendations for a more facilitative governance structure will be made. (Author)

EP740785 $17,924 Burlingame

Coordination versus Expertise in the Administration of School Districts.

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ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 31 Mar 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
California Congressional District Number 7
GRANT NIE-G-74-0030
FY74-$17,924 20-Jun-74 TO 31-Aug-75
DESCRIPTORS Administrative Organization, *Educational Administration, *Educational Coordination, *Elementary Education, *Organizational Development, *Secondary Education
Start Date 20 Jun 74 End Date 31 Aug 75

A one-year program of exploratory research is proposed into a major current issue in the administration of elementary and secondary school districts. The issue is usually put: what is the effect of "decentralizing" a district. The approach taken here is instead to ask: what is a good allocation of a district's total administrative effort as between tasks of "coordination" on the one hand and tasks of "local expertise" on the other? The exploration would lay the groundwork for answering this question by determining whether districts can effectively be distinguished according to the effort devoted to the two groups of tasks. "Local expertise" includes a principal's observation of his local pupil-teacher-parent population, and his making of local budget, curriculum and personnel decisions using his observations and using whatever central office instructions he receives. "Coordination" includes reporting by schools to the central office, certain observing tasks of the central office, and the formulation by the central office of instructions (including local budgets) for schools. Two California school districts, comparable in size and setting, but appearing to differ sharply with respect to organization, would initially be studied. Interviews with school administrations and with central office staffs, and relevant internal documents, would be the main data sources. (Author)

EP740794 $30,000 Otte

A New Model of Education Production Emphasizing Student's Time and Substitution Among Inputs.

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AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Programs. National Inst of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Illinois Congressional District Number 6
GRANT NIE-G-74-0037
FY74-$30,000 01-Jul-74 TO 30-Jun-75
DESCRIPTORS Data Collection, *Economic Factors, *Input Output, *Productivity, *Resource Allocations, Student Role, Teacher Role, *Time Perspective
Start Date 1 Jul 74 End Date 30 Jun 75

The central purpose of this research is to add to the theoretical and empirical knowledge which is essential for the improvement of educational productivity. The orientation is that of fiscal decision making; hence, the research falls under the rubrics of educational finance and systems approaches to educational management. The underlying assumption is that the improvement of productivity is contingent on developing generalizable methods of choosing from among alternative methods of allocating scarce resources. A primary goal of the study is to draw from and synthesize several highly promising areas of inquiry, in particular, studies of educational production, and research by economists and educators into the utilization of time. In technical terms, we are interested in the elasticity of substitution among inputs, or the rate at which input A is substituted for input B as the price of B increases. Rather than rely on the statistical analysis of highly aggregated data, we will use a variety of techniques, including observation of resource flows at the classroom level. The research will be conducted in a single state, to be selected according to criteria specified in the proposal. Data will be collected in the following categories: financial, teacher-related, and student-related. (Author)

EP740795 $207,015 Ward

School Size, Work System Interdependence, and Teacher Absenteeism.

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AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst of Education (DHEW), Washington, D.C. Teaching and Curriculum Div
California Congressional District Number 17
GRANT NIE-G-74-0044
FY74-$147,564 20-Jun-74 TO 31-Dec-75
DESCRIPTORS *Attendance Patterns, Behavioral Science Research, *Costs, *School Size, School Surveys, *Teacher Attendance, *Work Attitudes
IDENTIFIERS *Absenteeism of Teachers
Start Date 20 Jun 74 End Date 30 Sep 76

The research described in this proposal focuses on an in-depth examination of teacher absenteeism. In light of the anticipated increase in absence behavior, this research proposes to study the impact of two organizational properties, size of subunit and interdependence of the work system, on teacher absenteeism. Specifically, two central hypotheses will be tested: (1) size of school and teacher absenteeism are positively correlated and (2) irrespective of school size, the greater the degree of interdependence in the work system of the school, the lower the teacher absenteeism. The validity of the paradigms which are offered to account for these relationships will also be examined. In addition, the proposed research will attempt to estimate the marginal contributions of selected controllable and non-controllable variables to the cost of absenteeism. Research conducted in the private sector has informed the choice of these variables since absenteeism has not been an object of much investigation in public institutions. Finally, this in-depth examination of absence behavior in schools will seek to identify the nature and character of absence behavior among teachers. The specific questions which have been framed to achieve this descriptive task have also been stimulated by an analysis of the literature on absenteeism in the non-public sector. (Author)

EP740798 $28,877 Ribich

The Production of Primary and Secondary Education in Pennsylvania.

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AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 3 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Research. National Inst of Education (DHEW), Washington, D.C. Basic Studies Div
Pennsylvania Congressional District Number 14
GRANT NIE-G-74-0032
FY74-$28,877 20-Jun-74 TO 28-Feb-75
DESCRIPTORS Data Analysis, *Economic Factors, Models,

Primary Education, *Productivity, *Resource Allocations, *School Policy, Secondary Education
Start Date 20 Jun 74 End Date 28 Feb 76

The first objective of the project is to determine the interest groups who will be concerned with the production of education and to develop models of how these groups might interact to formulate school policies. A second goal is an investigation of how economic theories of production can be applied to the educational process. Following the development of the models of educational production functions, empirical tests will be made on several bodies of data from the state of Pennsylvania. The procedure to be used for empirically estimating the educational production functions is multiple regression analysis. The dependent variables are measures of verbal and mathematical skills, and the independent variables include socioeconomic characteristics of the students, community and peer characteristics, and school and teacher characteristics. Several valuable contributions are expected to result from the project. The theoretical models of school behavior will provide information about the incentives for schools to allocate resources efficiently; if it is discovered that the present system tends to encourage inefficient allocation, alternative political and administrative structures will be proposed. The estimates of educational production functions will be useful in several ways. First, the data appear to be among the finest available for the project and will therefore provide more reliable estimates than previous studies. Second, the exploration of alternative functional forms will provide tests of hypotheses about the nature of the functions which have not been considered in previous studies. (Author)

EP740809 $52,526 Scott

Economic Efficiency in Post-Secondary Education–Issues in Alternative Financing and Consumer Choice.

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CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Research National Inst of Education (DHEW), Washington, D.C. Policy Studies Div
Oregon Congressional District Number 4
GRANT NIE-G-74-0035
FY74-$52,526 20-Jun-74 TO 14-Sep-75
DESCRIPTORS Community Colleges, Cost Effectiveness, *Educational Demand, *Educational Economics, *Educational Finance, Financial Policy, Financial Support, *Post Secondary Education, *State Federal Aid, *Statistical Analysis, Tax Support
Start Date 20 Jun 74 End Date 14 Sep 75

We propose to use the following data, to which we have access in anonymous form: 1) current Financial Aid Applicant files from the State Scholarship Commission, 2) Parents' Confidential Statement files, matched to the Aid Applications of (1), 3) Annual survey of Oregon high school seniors, 1958 to date, maintained by the Educational Coordinating Council, 4) Follow-up survey of post-graduates, 1958 to present, matched to (3) and available from the ECC, 5) Tripartite applications of Oregon post secondary institutions, 6) Fall 1974 state-wide review of Oregon student financial assistance programs, conducted by the Scholarship Commission, 7) 1972 Student Resource Survey (SRS)–34,000 response, 75 item, and currently maintained by us, 8) 1974 Student Resource Survey, to be conducted in April on a 10,500 stratified random sample, in combination with several statistical and econometric procedures (principally using maximum likelihood estimators and multiple, least-squares regression). We seek, in our research, to apply the concepts of efficiency, equity and productivity to four distinct issues in the financing of post-secondary education in Oregon and in determinants, elasticities and outcomes of consumer demand for education: A) policy alternatives in the financing of post-secondary education, B) the implications for consumer choice in education of Federal financial aid policies and programs, C) the impact on demand of a change in Oregon's community college tax base, D) changing consumer choice patterns over time. (Author)

EP740811 $70,553 Segal

Identification of Appropriate Models of Cost Reduction (Capital and Manpower) and Specific Application Using a Local Decision-Making Process.

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ORG TYPE State/Local Education Agency
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Programs National Inst of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Massachusetts Congressional District Number 4
GRANT NIE-G-74-0033
FY74-$70,553 06-Jun-74 TO 30-Nov-75
DESCRIPTORS Citizen Participation, *Community Involvement, *Decision Making, Economic Research, Educational Accountability, Educational Finance, *Financial Problems, Program Costs, School Districts, School Funds, Social Factors, Staff Utilization
IDENTIFIERS Cost Reduction
Start Date 6 Jun 74 End Date 30 Nov 75

This proposal envisions placing a local, elected school board in a research role in which it would first collect, review, and analyze models of cost reduction in the fields of education and industry. It would then apply the relevant models to its own schools, develop matrices of the alternatives and their implications, and undertake a process involving local decision makers and multiple constituencies in confronting decisions about the future form and costs of their schools. This process would be shared first with neighboring towns and, ultimately, with school boards throughout New England. Throughout this effort, the School Committee would be supported by technical staff, the school staff, computer simulation capabilities, and expert consultants. (Author)

EP740812 $10,008 Groen, Segal

A Cost Effectiveness Study of Computer Based Instruction in the Introductory College Economic Principles Course.

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AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst of Education (DHEW), Washington, D.C. Office of Programs National Inst of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Wisconsin Congressional District Number 3
GRANT NIE-G-74-0074
FY74-$10,008 20-Jun-74 TO 30-Dec-75
DESCRIPTORS Academic Achievement, College Curriculum, *Computer Assisted Instruction, *Cost Effectiveness, *Economics, Educational Accountability, *Experimental Curriculum, Instructional Improvement, Program Costs, Teaching Methods
Start Date 20 Jun 74 End Date 30 Dec 75

The authors of this proposal received a grant to design an experimental course in economics utilizing computer assisted instruction. The prime objective of this proposal is to outline a proposed cost-effectiveness study of the experimental course. The proposed investigation will attempt to achieve the following sub-objectives: a. to collect, store and analyze data concerning the cognitive achievement (economic understanding) of students in the experimental sections and the control sections; b. to collect, store and analyze data concerning per student costs associated with both the experimental sections and the control sections; and c. to facilitate efficient allocation of educational resources in the area of economics specifically, and within American education generally. The effectiveness component of the cost-effectiveness technique will be based on cognitive criteria. That is, students in both control and experimental sections will be evaluated through the use of the pre and post TUCE. The next step will be the estimation of per student cost in all sections. Finally, the dollar cost to bringing about a one percent increase in the post TUCE score will be calculated for both the control and experimental sections. (Author)

PROJECT RESUMES

EP740813 $30,695 Pemberton

Colleges, Curriculum Objectives, and the Public: A Demographic Study of College Students and Their Careers, 1800-1910.

INVESTIGATOR Potts, David B
ADDRESS Dept of History, Schenectady, N Y 12308, (518)370-6223
Union Coll., Schenectady, N.Y
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 2 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D.C Basic Studies Div
New York Congressional District Number 28
GRANT NIE-G-74-0028
FY74-$30,695 20-Jun-74 TO 31-Jan-76
DESCRIPTORS Academic Aspiration, *Career Planning, College Graduates, *College Students, *Computer Assisted Instruction, *Curriculum Evaluation, *Enrollment Trends, Goal Orientation, *Program Improvement, Universities, Vocational Development
Start Date 20 Jun 74 End Date 1 Sep 76

This study is designed to establish a computer-based data file on undergraduate students attending colleges or universities in the United States from 1800 to 1910. The data will be collected and organized with reference to some basic questions concerning the development of American higher education. Particular attention will be paid to rates of enrollment increase at various types of institutions in an effort to determine the extent to which enrollment patterns indicate curricular preferences among students and parents. In addition to tabulations of annual enrollment figures and career distribution by date of graduation, the report will include an analytical essay identifying trends and relating them to the extent to which colleges offered forward-looking curricula to the public. A comprehensive survey to locate surviving catalogues and alumni registers will be initiated with a shelf check at the three major repositories for these materials: The Library of Congress, Teachers College Library, and the Center for Research Libraries (Chicago). Xeroxing and data forms will be used to collect all relevant material at these sites. A search of state statute books for acts of incorporation, and a survey of state histories and other materials will be pursued in order to construct an inclusive census of colleges and universities for which student data will be sought. To supplement what is found in the three major repositories, the project will solicit information on the holdings of state libraries, denominational historical societies, and archives of individual institutions. The data will be coded, punched on cards, and machine processed in preparation for a final report containing tabulations and analysis. (Author)

EP740814 $49,996 Segal

Resource Effectiveness Relationships in Education: A Micro-Analytic Approach.

INVESTIGATOR Haggart, Sue A
ADDRESS 1700 Main St., Santa Monica, Calif 90406, (213)393-0411
Rand Corp., Santa Monica, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 4 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
California Congressional District Number 28
GRANT NIE-G-74-0034
FY74-$49,996 20-Jun-74 TO 30-Jun-75
DESCRIPTORS *Achievement, *Cost Effectiveness, *Educational Resources, Resource Allocations, *Success Factors
Start Date 20 Jun 74 End Date 30 Jun 75

The purpose of this research is to shed sufficient light on the relationships between school resources and student achievement so that the question of whether or not school resources make a difference could be answered more effectively and so that some definitive statements about how resources make a difference could be made. The research strategy proposed here deals explicitly with the problems of relating student use of school resources to achievement and of identifying the characteristics of the process used in producing student achievement. It is assumed that resources should make a difference when (1) the quality of resources is also measured, (2) the way in which resources are used can be related to outcome, and (3) outcome is defined as more than achievement test scores. The research strategy is designed to counter the past practice of neglecting the impact of process variables and environmental conditions. The investigation of the resource-effectiveness relationships will be conducted within the operational environment of the school, using the school as the highest level of aggregation and the classroom as the lowest level of disaggregation. Cost-effectiveness analysis, per se, serves as the main tool in the comparative and explanatory analysis of the research strategy. The research effort will be a close interaction with the school staff to establish criteria against which to measure significant school outcomes other than cognitive. The San Francisco Unified School District has agreed to participate on a cooperative, working basis in the collection of data, in the development of indicators of school outcome, and in the interpretation of the results of the data analysis. (Author)

EP740818 $20,000 Williams

Educational Attainment of American High School Seniors in 1960, 1965, and 1972.

INVESTIGATOR Schrader, William B
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Educational Testing Service, Princeton, N.J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst. of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D.C Basic Studies Div
New Jersey Congressional District Number 5
GRANT NIE-G-74-0050
FY74-$20,000 20-Jun-74 TO 31-Mar-75
DESCRIPTORS Comparative Analysis, *Educational Assessment, Grade 12, *High School Students, *National Competency Tests, Secondary Education, Seniors, Statistical Analysis
Start Date 20 Jun 74 End Date 31 Mar 75

Solid information on how American high school seniors in 1972 compare in ability level with their counterparts in 1960 and 1965 clearly would deserve serious consideration by educational policy makers. This proposal is concerned with evaluating the feasibility of developing sound comparisons of the attainment of these three groups using data which already exist and, if the evidence warrants it, to submit a later proposal to conduct the necessary studies to make the comparisons possible. The contemplated comparisons would be based on data obtained by Project TALENT in 1960, by the Equal Educational Opportunity Survey (EEOS) in 1965, and by the Base-Year Survey of the National Longitudinal Study in 1972. The research would be highly relevant to Issue 5 concerning efficiency and productivity in education, as a study of historical changes in educational attainment and measured learning. The proposed study will include the following steps: (1) Detailed investigation of the sampling designs and data collection procedures of the three nationwide studies, (2) Investigation of the availability of the required data, (3) Detailed examination of the measures administered in each study and of statistical data on correlation with other tests, (4) Selection of an appropriate equating method and the designing of the equating study, and (5) Estimation of likely pay-off of the overall study. (Author)

EP740820 $49,886 Hill

Improving the Efficiency of Alternatives: Federal and State Higher Education Support Policies.

INVESTIGATOR Carroll, Stephen J
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Rand Corp., Santa Monica, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004050 PROPOSAL DATE 5 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Policy Studies Div
California Congressional District Number 28
GRANT NIE-G-74-0038
FY74-$49,886 20-Jun-74 TO 30-Jun-75

DESCRIPTORS *College Choice, *Educational Opportunities, Enrollment Rate, Equal Education, *Equalization Aid, Federal Aid, Financial Policy, *Financial Support, State Aid, *Student Enrollment
Start Date 20 Jun 74 End Date 30 Jun 75

The general objective of the proposed research is to develop the capability to evaluate the potential impacts of alternative federal and state support policies upon the enrollment rates and patterns of low-income (and other) college students. The research will thus assist federal and state decisionmakers in determining the most efficient use of public resources to achieve equality of higher educational opportunity and other public policy objectives. The proposed research has three specific objectives (1) to develop precise and detailed understanding of students' enrollment decisions and the factors that influence them through the refinement and empirical validation of a behavioral model of students' college-going decisions, (2) to recast that model in a form suitable for the evaluation of federal and state policies in terms of their respective impacts on the enrollment rates and patterns of potential low-income (and other) students, and (3) to analyze several alternative government support policies. A preliminary version of the model has already been developed, and nine independent sets of data (drawn from five states in three different years), each sufficient to estimate the parameters of the behavioral model, are available. The students included in each data set will be divided into a number of categories distinguished by income level, ability and demographic characteristics, and the behavioral model will be estimated for each 'type' of student in each data set. The results will provide estimates of the ways and extent to which factors (such as cost, quality, financial aid, etc.) influence students' enrollment decisions by type of student, place, and time. (Author)

EP740915 $35.223 Elmendorf

Synthesis, Interpretation and Evaluation of Research and Development on Creative Problem Solving for Elementary Teachers of Disadvantaged Children.
INVESTIGATOR Feldhusen, John F
ADDRESS Building G SCC West Lafayette, Indiana 47907, (317)749-2844
Purdue Univ., Lafayette, Ind.
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007350
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
National Inst. of Education (DHEW), Washington, D.C. School Practices and Services Div
Indiana Congressional District Number 2
GRANT NIE-G-74-0063
FY74-$35.223 20-Jun-74 TO 28-Feb-75
DESCRIPTORS Administrator Guides, Creative Activities, Creative Thinking, *Disadvantaged Youth, Elementary Schools, Inservice Teacher Education, *Instructional Materials, Junior High Schools, Literature Reviews, *Problem Solving, *Program Effectiveness, Program Evaluation, Teaching Guides, *Teaching Methods
Start Date 20 Jun 74 End Date 28 Feb 75

The purpose of this project will be to review research and development on promising methods, programs or sets of instructional materials for teaching creative problem solving to disadvantaged children. The report will be designed chiefly for teachers and principals of elementary and junior high disadvantaged youngsters. In addition to complete information about the material there will also be suggestions to teachers to guide them in developing new creative problem solving activities as demonstration projects. The ultimate purpose is to get more teachers of the disadvantaged to introduce instruction in creative problem solving in their classes. The specific objectives are to 1 review, interpret, evaluate and synthesize the literature, techniques, and instructional material on teaching creative problem solving, especially as they relate to instruction of culturally different and disadvantaged children, 2 prepare a report to teachers and principals suggesting how to use the methods and materials, costs, constraints, and possible payoffs, 3 evaluate the report by submitting it to a group of teachers and principals in schools enrolling large numbers of disadvantaged children and securing feedback concerning their value in motivating and guiding teachers to use new materials, methods, and techniques of creative problem solving, and 4 develop a guide for model in-service workshops which could be carried out by elementary principals and supervisors in schools enrolling large numbers of disadvantaged children to familiarize teachers with the report and to motivate them to undertake projects. (Author)

EP740927 $21.337 Holt

An Interpretive Summary of Practical Experience and Research Data in Utilization of Various Means for Individualizing Instruction.
INVESTIGATOR Briggs, Leslie J.
ADDRESS 413 Education Bldg., Tallahassee, Fla. 32306, (904) 599-2417
Florida State Univ., Tallahassee
ORG TYPE College/University
AWARD TYPE COMP PROPOSAL DATE 21 Apr 74
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
National Inst. of Education (DHEW), Washington, D.C. School Practices and Services Div
Florida Congressional District Number 2
GRANT NIE-G-74-0065
FY74-$21.337 20-Jun-74 TO 31-Jan-75
DESCRIPTORS *Bibliographies, Data Analysis, Decision Making, Educational Quality, *Individualized Instruction, Individualized Programs, Individual Needs, Learning Processes, *Literature Reviews, Surveys
Start Date 20 Jun 74 End Date 31 Jan 75

The purpose of this project is to produce a report that would help education decision makers decide whether to employ individualized instruction methods, and if so, which specific programs or techniques might be most promising for the particular school and community under consideration. The two data bases for the report are the experiences of users of individualized methods and the development and evaluation reports of researchers. Site visits and articles by users are sources for the user data, and written reports are the primary source of research data. The importance of informing educators about individualized instruction is that it may present one of the most viable vehicles for realizing quality education for all children, not just for those who can learn by conventional methods. The project procedures will involve systematic analysis of the research literature on theories, models, and programs of individualized instruction, and firsthand reports of the experiences of school personnel who have used various types of individualized instruction. The functions of individualized instruction are to introduce (a) appropriate objectives for each child, (b) a form of instruction that matches the child's learning style, and (c) provisions for self-pacing by the learner. (Author)

EP740937 $17.305 Thorne

An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels.
INVESTIGATOR Witkin, Belle Ruth
ADDRESS 224 West Winton Ave., Hayward, Calif. 94544, (415) 783-5800
Alameda County School Dept., Hayward, Calif.
ORG TYPE State/Local Education Agency
AWARD TYPE COMP
CAN NO 4B007350
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
National Inst. of Education (DHEW), Washington, D.C. School Practices and Services Div
California Congressional District Number 8 California Congressional District Number 9
GRANT NIE-G-74-0062
FY74-$17.305 20-Jun-74 TO 01-Mar-75
DESCRIPTORS Data Analysis, Educational Accountability, *Educational Assessment, *Educational Needs, *Educational Planning, *Evaluation Criteria, *Evaluation Techniques, Literature Reviews, Surveys
Start Date 20 Jun 74 End Date 1 Mar 75

The purpose of this study is to analyze and interpret the state of the art of needs assessment techniques for educational planning, and to provide visibility (1) to those current models, procedures, and instruments which hold promise for facilitating such planning, and (2) to those which might impede or confound the planning. The report will be directed to administrators and researchers with responsibility for needs assessment, planning, or evaluation at state, intermediate, and school district levels. The call for information on valid assessment techniques, while not new, has received impetus from the present demand for accountability in education, and from the requirement that educational agencies conduct comprehensive assessments before applying for federal or state funding for categorical aid programs. Although various assessment techniques are available, there has been no thorough synthesis and interpretation of research and development efforts. The study will be performed in three phases–input, analysis, and reporting. Inputs will be derived from a comprehensive search of the literature, from a survey to identify promising but unpublished techniques, and from site visits to a selected sample of SEAs and LEAs. Interpretations of the value of the techniques will be based on both success and failure modes of analysis. With the assistance of an Advisory Committee, the Project Director will identify and evaluate the most promising models and procedures. The committee will provide technical expertise and will represent the varying perspectives, levels of responsibility, and information needs of the report users. (Author)

EP740940 $32,331 Holt

The Use of Test Scores as a Basis for Allocating Resources: A Synthesis and Interpretation of Knowledge and Experience.
INVESTIGATOR Feldmesser, Robert A
ADDRESS Rosedale Road, Princeton, New Jersey 08540, (609) 921-9000, Ext 2455
Educational Testing Service, Princeton, N J
ORG TYPE Not For Profit
AWARD TYPE COMP PROPOSAL DATE 23 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
New Jersey Congressional District Number 4
GRANT NIE-G-74-0066
FY74-$32,331 20-Jun-74 TO 31-Dec-74
DESCRIPTORS *Academic Achievement, Achievement Tests, Clearinghouses, Educational Assessment, Federal Legislation, Information Centers, Interviews, *Measurement Instruments, *Resource Allocations, Scores, Seminars, State Legislation, Surveys, *Test Results, Tests, Test Selection
Start Date 20 Jun 74 End Date 31 Dec 74

A seemingly rational and efficient way of allocating educational resources to states and to school districts is to use a formula based on a measure of pupil performance, as the most direct indicator of the resources the pupil needs. Two states are now experimenting with this procedure, others are considering it, and a bill is before Congress to initiate it on the federal level. The purpose of this study is to explore the issues raised by implementation of this concept and to assess the implications of various ways of dealing with them. Among the issues to be examined are domains of measurement, selection of measures, scoring, score reporting, selection of pupils, administration, organizational structures and relationships, the allocation formulas, and redistributive effects. Through a variety of channels, individuals and organizations will be identified that have considered the use of student performance measures as a basis for resource alocation. Among these channels will be a seminar on "a thorough and efficient" education which will be meeting at ETS, the Education Program Review project of the Eagleton Institute, the ERIC Clearinghouse on Tests, Measurement, and Evaluation, and the Center for Statewide Educational Assessment. Interviews will be conducted to learn whether the issues above were considered, what other issues may have emerged, what factors entered into the consideration of the issues, and how they were resolved and with what consequences. Pertinent published and unpublished materials will be collected and analyzed with the same objectives. A 100-page report and a five-page abstract will be prepared, interpreting the findings for the use of decisionmakers. (Author)

EP740943 $18,774 Fischer

A Synthesis of Research and Innovation in Programs for the Further Development of Teachers of Adults.
INVESTIGATOR Tiedeman, David V
ADDRESS 204 Gurler, De Kalb, Illinois 60115, (815) 753-1251
Northern Illinois Univ, De Kalb
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007350
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
Illinois Congressional District Number 15
GRANT NIE-G-74-0059
FY74-$18,774 20-Jun-74 TO 28-Feb-75
DESCRIPTORS *Adult Education, *Adult Education Programs, Adult Educators, Bibliographies, Information Dissemination, Information Systems, Instructional Innovation, *Literature Reviews, Program Design, Program Improvement, Surveys, *Teacher Education, *Teacher Educator Education, Teacher Educators
IDENTIFIERS Educational Resources Information Center, ERIC
Start Date 20 Jun 74 End Date 28 Feb 75

New agencies and more and better trained manpower are needed in adult education. The proposed overview and integration of practice, research, and promising innovations is therefore necessary to undergird the current expansion of training of teachers of adults with the best of the present knowledge. This proposal suggests a project to provide those who train teachers of adults with research and development findings and information on validated practices for improving the quality of teachers of adults through staff development programs. The Directors of the former ERIC Clearinghouse on Adult Education and of the present Clearinghouse in Career Education will together conduct the proposed study. Proposed are: 1) a thorough search of the current relevant literature using the ERIC and other information sources, 2) surveying of ongoing innovative programs, 3) correlation of the research findings and the innovative practices, 4) application of the correlated information to the expressed needs of teachers of adults and their trainers, and 5) formulation of recommendations on using the correlated information in the design and implementation of more adequate programs for staff development in adult education. (Author)

EP740945 $24,419 Fischer

Peer Tutoring and Other Classroom Uses of Students as Teaching Resources.
INVESTIGATOR Klaus, David J
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American Institutes for Research (CRESS), Kensington, Md
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B007350
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
Maryland Congressional District Number 8
GRANT NIE-G-74-0061
FY74-$24,419 20-Jun-74 TO 31-Dec-74
DESCRIPTORS Annotated Bibliographies, Cross Age Teaching, Interviews, Literature Reviews, *Peer Teaching, Program Design, Program Development, Student Improvement, Student Volunteers, *Teaching Guides, *Teaching Techniques, Tutoring
Start Date 20 Jun 74 End Date 31 Dec 74

As the result of publication of the book "Children Teach Children" by Gartner, Kohler, and Riessman in 1971, considerable interest has been stimulated in the use of students to help other students learn. Several programs have produced gains of a year or more in the academic performance of participating students even in programs only a few weeks in length. Substantial social growth for both tutors and tutees also has been demonstrated. There is a need for practical guidance for teachers interested in assembling, designing, implementing, and evaluating a peer teaching program to meet their specific requirements. The proposed study is designed to develop a comprehensive report containing a variety of models and suggestions for making use of these techniques to enhance student learning and development. The study will consist of six steps. First a preliminary outline of the ultimate report will be prepared specifying useful programs the guidance a teacher needs to implement these programs, and questions or problems that may be encountered. Second, a start will be made on compiling relevant literature, based initially on 200-title bibliography. Third, each pertinent item will be reviewed for relevance, internal validity, external validity, and practical value to determine how this information can best be included in the report. Fourth, approximately six sites with peer teaching projects will be visited to obtain first-hand teacher experiences. Fifth, draft of the study report will be prepared emphasizing practical applications rather than a review of research findings, and which focus on what teachers can do in their own classrooms. And, sixth, the draft will be reviewed both by NIE and a sample of teachers and then revised on the basis of collected comments. An appendix to the report will contain an annotated bibliography and supporting information. (Author)

EP740953 $19,574 Thorne

Social and Cognitive Development of Young Children: The Application of Current Psychological Knowledge to Educational Practice.
INVESTIGATOR Robinson, Halbert B
ADDRESS 233 Guthrie, Seattle, Washington 98195, (206)543-5373
Washington Univ., Seattle
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007350 PROPOSAL DATE 12 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
Washington Congressional District Number 1
GRANT NIE-G-74-0058
FY74-$19,574 20-Jun-74 TO 28-Feb-75
DESCRIPTORS Behavioral Science Research, *Cognitive Development, Compensatory Education, *Early Childhood Education, *Educational Practice, *Social Development
Start Date 20 Jun 74 End Date 28 Feb 75

This proposal discusses two coordinated projects on the social and cognitive development of young children. Each project will make summaries of recent psychological research available to preschool, early primary (K-3), and compensatory education teachers and will relate the basic research findings to specific techniques for classroom application. Teachers using this report will be able to familiarize themselves with the background research which relates to the cognitive and social development of their charges. In addition they will be given extensive help in relating theory to classroom practice. Illustrations of alternative practices and their probable effects on cognitive or social behavior will be presented in master charts which link listings of techniques to the introductory summaries of basic research and to the bibliographic references. The merits of each application will be discussed in terms of possible undesirable effects and the probability of success or long term benefits. For both projects, the preparation of research summaries and tables of practical applications will be prepared with the continuous assistance of a team of educator-advisers from the Seattle community. This team of advisers will be chosen to be representative of the target audience in both career area and level of sophistication. In some instances, expert consultation on practical applications and their effects will be sought from national authorities. (Author)

EP740964 $21,489 Thorne

Teacher Training Effects on Teacher Attitudes.
INVESTIGATOR Keislar, Evan
ADDRESS Teacher Education Laboratory, Los Angeles 90024, (213)825-2621
California Univ., Los Angeles
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007350 PROPOSAL DATE 22 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
California Congressional District Number 28
GRANT NIE-G-74-0064
FY74-$21,489 20-Jun-74 TO 31-Dec-74
DESCRIPTORS Administrative Personnel, Bibliographies, Information Dissemination, *Inservice Teacher Education, Literature Reviews, *Preservice Education, Self Concept, Surveys, Symposia, *Teacher Attitudes, *Teacher Behavior, *Teacher Education, Work Attitudes
Start Date 20 Jun 74 End Date 31 Dec 74

An important factor in the effectiveness of any preservice or inservice teacher education program is teacher attitude. In the present proposal, the major problem is to survey research from a wide variety of disciplines and bring together the findings for use by those concerned with staff development. A preliminary review of the field has revealed initially the following three broad areas: (1) attitude toward school related populations, including the roles of others, (2) attitude toward the work setting or environment, including the perceived lines of authority and environmental press, and (3) attitude to the self, involving sense of personal control and responsibility and conception of personal success and failure. These attitudes are highly important in school decisions about teacher accountability, initiation of staff development programs, team teaching, and other innovations. The information will be directed to those concerned with education of teachers, whether preservice or inservice, those involved in school administration, and teachers themselves. The project will include a mail survey, three work conferences involving specialists from varied backgrounds, systematic compilation techniques, and site visits. Dissemination will be carried on through a broad range of channels. (Author)

EP740997 $41,373 Thorne

Program Planning Guide for Educational Services to the Elderly.
INVESTIGATOR Glickman, Lilliam
ADDRESS Boston, Mass 02116
Massachusetts Association of Older Americans, Boston
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B007350
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
National Inst of Education (DHEW), Washington, D C School Practices and Services Div
Massachusetts Congressional District Number 8
GRANT NIE-G-74-0060
FY74-$41,373 20-Jun-74 TO 31-Dec-74
DESCRIPTORS *Community Colleges, *Curriculum Development, Educational Needs, *Guides, Literature Reviews, *Older Adults, Program Evaluation, *Program Planning, Retirement, Senior Citizens, Surveys
Start Date 20 Jun 74 End Date 31 Dec 74

The major objective of the project is the preparation of a Program Planning Guide for community colleges and other interested institutions for the development and implementation of effective curricula and programs for retirees and those about to retire. Current education programs generally are not specifically designed or geared to the particular needs and desires of that population. There is a growing awareness of this deficiency, and interest in providing such programs is increasing, particularly in community colleges. Several successful programs have recently been initiated. This project will develop a practical Program Planning Guide based on a review of the literature about the education of elders, a survey of a sample of 150 community college programs, on-site visits to community colleges with particularly successful programs, and knowledge and past experience of the grantee in working with and training elders. The Program Planning Guide will contain the results of the survey and a specially developed core curriculum of programs and activities, as well as alternative curricula to accommodate the varying needs and dispositions of older adults. (Author)

EP741019 $125,625 Ingram

One-Year Study of Effective Educational Research and Development.
INVESTIGATOR Suppes, Patrick
ADDRESS 1527 New Hampshire Avenue, N W, Washington, D C 20036
National Academy of Education, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B005157 PROPOSAL DATE 12 Apr 74
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Productivity and Technology
District of Columbia
CONTRACT NIE-C-74-0116

FY74 $125,625 01-Jul-74 TO 30-Jun-75
DESCRIPTORS *Educational Practice, *Educational Research, *Program Evaluation, *Research Reviews (Publications)
Start Date 1 Jul 74 End Date 30 Jun 75

The purpose of this project is to study examples in which theoretical developments have had an impact on educational practice, and to document these examples. The work to be carried out will consist of the following three stages (1) Identification of Cases. This stage involves the generation of a list of examples in which advances in theory have had an impact on educational practice. To obtain this list, the entire membership of the National Academy of Education, as well as other senior members of the educational research community, will be asked to submit examples. The list that is compiled will be subjected to more detailed analysis. (2) Study Committee Work. A committee of senior researchers will be appointed by the President of the National Academy of Education. The committee will hold a series of meetings to review, discuss and analyze the case studies that have been proposed. Before the final reports are released, they are to be reviewed in at least one meeting of the entire Academy so that other members have an opportunity to criticize and suggest changes. (3) Reports. The Study Committee will prepare two reports. One will be fairly short--40 to 80 pages--and the second will be a thoroughly documented study amplifying details and substantiating general conclusions outlined in the shorter document. (Author)

EP741022 $169,344 Smardak

ERIC Clearinghouse on Languages and Linguistics.
INVESTIGATOR Eddy, Peter
ADDRESS 1611 North Kent St, Arlington, Virginia 22209, (703) 528-4312
Center for Applied Linguistics, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst. of Education (DHEW), Washington, D C Office of Dissemination and Resources
Virginia Congressional District Number 10
CONTRACT NIE-C-74-0082
FY74-$169,344 01-Jun-74 TO 31-May-75
DESCRIPTORS *Clearinghouses, *Educational Resources, Information Dissemination, *Languages, *Linguistics, *Resource Centers
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jun 74 End Date 31 May 75

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. ERIC Clearinghouse on Languages and Linguistics covers: Languages and linguistics, instructional methodology, psychology and language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly and uncommonly taught languages including English for speakers of other languages. (Author)

EP741048 $60,435 Boesel

Food Additives and Hyperkinesis Experiment.
INVESTIGATOR Conners, C. Keith
ADDRESS 227 Babcock Street, Brookline, Mass 02146
Human Resource Inst. of Boston, Brookline, Mass
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO B005250
National Inst. of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Basic Studies Div
Massachusetts Congressional District Number 4
CONTRACT NIE-C-74-0093
FY74-$60,435 28-May-74 TO 27-May-75
DESCRIPTORS *Behavior Problems, *Clinical Diagnosis, *Dietetics, Elementary School Students, Etiology, *Food Standards, *Hyperactivity, Lunch Programs
IDENTIFIERS Feingold (Ben), *Food Additives, Salicylates
Start Date 28 May 74 End Date 27 May 75

Within the last year an intriguing new hypothesis about the etiology of hyperkinesis has been suggested. Dr. Ben Feingold, Chief Emeritus of the Division of Allergy at the Kaiser Institute and Permanente Group in San Francisco has found evidence in his clinical experience which convinces him that the ingestion of food additives and salicylates causes hyperkinesis in some children, and that in many cases adherence to a diet free of additives and salicylates can substantially reduce or eliminate hyperkinetic behavior within two weeks. If this hypothesis is verified, an etiologic factor and a method of treatment will have been simultaneously identified. The question is of importance to educational policy for at least two reasons--first, because hyperkinesis affects a significant number of elementary school children, frustrating their attempts to do well in school and to get along with their peers and teachers, second, because the Federal Government subsidizes school lunch programs in which foods with additives are served. The National Institute of Education therefore intends to fund an experiment to discover whether Dr. Feingold's hypothesis is correct. The experiment, together with the activities necessary to start it, carry it through, and complete a comprehensive report on it, will constitute a project. Dr. Feingold will serve as dietary advisor to the project. (Author)

EP741050 $6,490 Stacey

Formulation and Implementation of the German Law (Vocational and Employment Acts).
INVESTIGATOR Rudolph, Hedwig
ADDRESS Spessart Strasse 9, 1000 Berlin 33, Federal Republic of Germany
No Affiliation
ORG TYPE Individual
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
West Germany
CONTRACT NIE-C-74-0095
FY74-$6,490 30-May-74 TO 30-Sep-74
DESCRIPTORS Conferences, *Educational Legislation, Educational Policy, Educational Researchers, *Employment Programs, *German, International Law, Program Descriptions, *Vocational Education
IDENTIFIERS *German Educational Legislation
Start Date 30 May 74 End Date 30 Sep 74

This contract includes two tasks. The primary task of the contractor is to write a paper in German, approximately 75-100 pages, on the evolution, formulation and implementation of the German Law, pertaining to vocational training, training promotion and employment promotion. The secondary task is to participate in a conference with other researchers who have completed reports on relevant legislative acts in the U.K. and in France. The purpose of this conference is to discuss the papers with an American researcher who will be asked to prepare a policy paper for a model legislation applicable to the U.S. scene. The conference will be held during the third week of September. (Author)

EP741051 $6,740 Stacey

Report on the French Law No. 71-575.
INVESTIGATOR Clerc, Jean Pierre
ADDRESS Le Monde, 5 Rue Des Italiens, 75427 Paris CEDEX 09, FRANCE
No Affiliation
ORG TYPE Individual
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
France
CONTRACT NIE-C-74-0096
FY74-$6,740 30-May-74 TO 30-Sep-74
DESCRIPTORS *Adult Education, Conferences, *Educational Legislation, Educational Policy, *French, International

Law, *Professional Continuing Education, *Professional
Training, Program Descriptions
Start Date 30 May 74 End Date 30 Sep 74

The Contract includes two tasks The primary task of the contractor is to write a paper in French, approximately 75-100 pages, on the evolution, formulation and implementation of the French Law No 71-575 pertaining to the organization of continuous professional training within the framework of Continuing Education in France The secondary task is to participate in a conference with other researchers who have completed reports on relevant legislative acts in the U K and the Federal Republic of Germany The purpose of this conference is to discuss the papers with an American expert who will be asked to prepare a policy paper for a model for legislative action applicable to the U S scene The conference will be held during the third week of September, 1974 (Author)

EP741052 $5,840 Stacey

Analysis of the Industrial Training Act of 1964.
INVESTIGATOR Perry, P J C
ADDRESS 66 Apsley House, Finchley Road, London NW8 ONZ, England
No Affiliation
ORG TYPE Individual
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
England
CONTRACT NIE-C-74-0097
FY74 $5,840 30-May-74 TO 30-Sep-74
DESCRIPTORS Conferences, *Educational Legislation, Educational Policy, Industrial Education, *Industrial Training, International Law, Program Descriptions, *Vocational Education
Start Date 30 May 74 End Date 30 Sep 74

This contract involves two tasks The primary task of the contractor is to write a paper, approximately 75-100 pages, on the evolution, formulation, implementation and modification of the Industrial Training Act of 1964 The secondary task is to participate in a conference with other researchers who have completed reports on relevant regislative acts in Germany and in France The purpose of this conference is to discuss the papers with an American expert who will be asked to prepare a policy paper for a model legislative action applicable to the U S scene The conference will be held during the third week of September, 1974 (Author)

EP741053 $68,860 Coulson

Evaluation of a Consortium of State Departments of Education.
INVESTIGATOR Elsbery, James W
ADDRESS 42-65 Kissena Boulevard, Flushing, N Y 11355
Elsbery Systems Analysis, Ltd , Flushing, N Y
ORG TYPE Small Business
AWARD TYPE NCOMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
New York Congressional District Number 8
CONTRACT NIE-C-74-0086
FY74 $68,860 03-May-74 TO 30-Jun-75
DESCRIPTORS *Administrator Evaluation, *Consortia, *State Departments of Education
IDENTIFIERS Dissemination Program
Start Date 3 May 74 End Date 30 Jun 75

The major purpose of the proposed project is to evaluate the functioning of a consortium of State Departments of Education Input, process, and context variables will be examined to determine which variables account for consortium effects The evaluation study should be designed to 1) describe and document State consortium activities, including a) problems, and successes, b) project participant interactions, and c) changes in project activities, 2) identify, document, and describe variables that are producing effects, 3) investigate relationships among variables that can be altered to improve consortium project performance, 4) determine relevant outcomes associated with the initial year of the State consortium project, and 5) report results of evaluation study to NIE staff and to the State Consortium, and to State education agencies (Author)

EP741054 $18,033 Charner

Women: Issues of Career Guidance and Vocational Counseling.
INVESTIGATOR Farmer, Helen S
ADDRESS Kirkeby Center, Suite 1120, 10889 Wilshire Boulevard, Los Angeles, Calif 90024 (213)879-1373
Human Interaction Research Inst, Los Angeles, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
California Congressional District Number 28
CONTRACT NIE-C-74-0100
FY74 $18,033 01-Jun-74 TO 01-Dec-74
DESCRIPTORS Career Planning, *Females, *Occupational Guidance, Sex Discrimination, *Vocational Counseling
IDENTIFIERS Education and Work
Start Date 1 Jun 74 End Date 1 Dec 74

The purpose of this project is to gather labor market and career counseling information which can be utilized by women who are making career decisions and by counselors who work with women in the decisionmaking process The project is designed as a synthesis of existing studies which present (a) analyses of the role of women in the labor force, and (b) the special considerations which should be reflected in the vocational counseling and guidance approaches for women The study consists of three phases which discuss the general and/or specific issues related to counseling as it interacts with the educational-occupational process of women The phases are (1) the critical analysis of studies on women in the labor force, (2) a review of the theoretical and empirical analyses of the social, psychological and institutional issues which should be understood in any guidance and counseling program for women, and (3) a detailed discussion on the implications which the findings of the two prior phases have for women in society and for counseling approaches and programs (Author)

EP741055 $91,739 Penny

Visual Information Processing and Eye Movement Research.
INVESTIGATOR Judd, David E
ADDRESS P O Box 11035, Portland, Oregon 97211
Nero and Associates, Inc , Portland, Oreg
ORG TYPE Small Business
AWARD TYPE NCOMP
CAN NO B005157
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Essential Skills Div
Washington Congressional District Number 7
CONTRACT NIE-C-74-0078
FY74 $91,739 11-Apr-74 TO 08-Aug-74
DESCRIPTORS Children, *Eye Movements, *Film Production, Policy Formation, Scientific Research, *Television Research
IDENTIFIERS Essential Skills Program
Start Date 11 Apr 74 End Date 8 Aug 74

This project is directed at 1) planning for new directions in eye movement research and 2) planning for the development of less obtrusive eye movement equipment The anticipated results of these planning activities will be the generation of a nationally applicable policy on eye movement research To be viable, such a policy needs a channel for prompt utilization of results The immediate route towards utilization is children's television production, with print-based interventions to follow later Initial contacts have revealed that major producers of children's television perceive a need for eye movement research and are conducting some intramural studies despite the difficulties cited above From these beginnings a series of conferences and related activities can be conceived, each with a substantive mission, procedural design and expected output (Author)

PROJECT RESUMES

EP741058 $746,432 Koehler

Concerns-Based Adoption Model.
INVESTIGATOR: Hall, Gene
ADDRESS: Office of the Vice President for Business Affairs, Austin, Texas 78712
Texas Univ., Austin
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Texas Congressional District Number 10
CONTRACT: NIE-C-74-0087
FY74-$201,037 16-Mar-74 TO 31-Jan-75
DESCRIPTORS: *Change Agents, *Change Strategies, *Educational Change, *Models
Start Date 16 Mar 74 End Date 31 Aug 76

The purpose of this project is to develop and test a descriptive model of the change process in an educational institution which is adopting an innovation. The model will reflect what is happening to both individual and groups within the changing institutions. The model will be used by change agents who are attempting to facilitate change in institutions. After the model is developed, it will be tested in several real life situations. (Author)

EP741059 $664,503 Koehler

Correlates of Effective Teaching.
INVESTIGATOR: Brophy, Jere E.
ADDRESS: Office of the Vice-President for Business Affairs, Austin, Texas 78712
Texas Univ., Austin
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Texas Congressional District Number 10
CONTRACT: NIE-C-74-0089
FY74-$251,948 16-Mar-74 TO 31-Jan-75
DESCRIPTORS: *Effective Teaching, *Interaction Process Analysis, Models, *Questioning Techniques, *Student Teacher Relationship, *Teacher Behavior
Start Date 16 Mar 74 End Date 31 Aug 76

The purpose of this project is to investigate the effects on students of the ways in which teachers ask questions, respond to answers, and structure their interactions with students. The R&D Center has developed a means to systematically describe teacher-student interaction in the classrooms. With this observation instrument, the investigators will provide answers to the question "What do teachers do in the classroom to affect student achievement?" Two separate studies will be carried out. The first will test a model for small group instruction with young children which was developed by the principal investigator. Teachers will be given systematic training in the principles of the model and the effects of the teachers on their students will be assessed. The second study will be a field survey and will assess the effects of various teacher behaviors of seventh and eighth grade teachers on their students. (Author)

EP741060 $510,842 Koehler

The Evaluation of Teaching.
INVESTIGATOR: Borich, Gary D.
ADDRESS: Office of Vice President for Business Affairs, Austin, Texas 78712
Texas Univ., Austin
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Texas Congressional District Number 10
CONTRACT: NIE-C-74-0088
FY74-$111,752 16-Mar-74 TO 31-Jan-75
DESCRIPTORS: *Evaluation Techniques, *Guides, *Program Evaluation, *Teacher Behavior, *Teacher Education
Start Date 16 Mar 74 End Date 31 Aug 76

The purpose of this project is to develop a teacher training evaluation manual which may be used by institutions committed to evaluating their programs. During the first phase, the investigator will develop a conceptual framework for the evaluation of teacher training programs. This will be accomplished by selecting teacher behaviors which appear to make a difference in the classroom, identifying instruments to measure these behaviors, and constructing a computerized information system whereby trainee behaviors can be fed back to students and instructors. During Phase II, the system will be field tested in three or four institutions. (Author)

EP741061 $66,961 Koehler

Inter-Institutional Program.
INVESTIGATOR: Brown, Oliver H.
ADDRESS: Office of Vice President for Business Affairs, Austin, Texas 78712
Texas Univ., Austin
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B005156
National Inst. of Education (DHEW), Washington, D.C. Office of Research National Inst. of Education (DHEW), Washington, D.C. Teaching and Curriculum Div.
Texas Congressional District Number 10
CONTRACT: NIE-C-74-0090
FY74-$66,961 16-Mar-74 TO 31-Jan-75
DESCRIPTORS: Individualized Instruction, *Instructional Programs, *Student Teachers, *Teacher Education, *Teaching Techniques, *Team Teaching
IDENTIFIERS: *Personalized Teacher Education Program
Start Date 16 Mar 74 End Date 31 Jan 75

The purpose of the project is to continue to provide technical assistance to teacher training institutions which are adopting various elements of the Personalized Teacher Education Program. Developed by the R and D Center for Teacher Education, the PTE Program uses team teaching and continual teacher-pupil feedback to provide a personalized practice teaching experience for student teachers. The adopting institutions then provide the R&D Center with field test information about the program. (Author)

EP741079 $80,000 Marron

Operation of ERIC Document Reproduction Service.
INVESTIGATOR: Steel, Walter
ADDRESS: 1455 Tully Circle, Atlanta, Georgia 30329, (404)321-0866
Computer Microfilm International Corp., Atlanta, Ga.
ORG TYPE: For Profit
AWARD TYPE: COMP
CAN NO: B001750
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
Georgia Congressional District Number 4
CONTRACT: NIE-C-74-0112
FY74-$80,000 10-Jun-74 TO 24-Mar-75
DESCRIPTORS: *Information Centers, *Information Services, Microfilm, *Microreproduction, Publications, *Reprography, *Resource Materials
IDENTIFIERS: *Educational Resources Information Center, ERIC
Start Date 10 Jun 74 End Date 24 Mar 75

Educational Resources Information Center (ERIC) is an international system whose primary purpose is to acquire, select, process and disseminate significant R&D and related educational literature. There are four essential components of ERIC: (1) the Central ERIC staff which plans, monitors and manages the overall program; (2) the network of ERIC Clearinghouses which acquires, selects, processes and analyzes the educational literature; (3) the ERIC Facility which collates and processes the bibliographic data inputted by the ERIC Clearinghouses thus producing the journal "Research in Education" (RIE) and additionally performing other file management and maintenance duties as required; and (4) the ERIC Document Reproduction Service (EDRS) which provides, in either microfiche or hard copy format, the full text of the reports cited in RIE. (Author)

EP741080 $165,000 Lazna

NIE's Contribution to the Organization for Educational Research and Innovation.
INVESTIGATOR: Gass, J. R.
ADDRESS: 2 Rue Andre-Pascal, Paris XVIE, France
Organisation for Economic Cooperation and Development, Paris (France)
ORG TYPE: Not For Profit
AWARD TYPE: COMP
CAN NO: B002050
National Inst. of Education (DHEW), Washington, D.C. Office of Planning and Management
France
GRANT: NIE-G-74-0049
FY74-$165,000 15-Jun-74 TO 14-Jun-75
DESCRIPTORS: *Cooperative Planning, *Educational Innovation, *Educational Research, *International Programs, Pilot Projects
IDENTIFIERS: *National Institute of Education, NIE
Start Date 15 Jun 74 End Date 14 Jun 75

The main objectives established for the Centre by the Council of the OECD are as follows: (1) to promote and support the development of research activities in education and undertake such research activities where appropriate, (2) to promote and support pilot experiments with a view to introducing and testing innovations in educational systems, and (3) to promote the development of cooperation between member countries in the field of educational research and innovation. (Author)

EP741098 $88,029 Vaughan

A Facilities Handbook for Career Education.
INVESTIGATOR: Gage, G. And Others
ADDRESS: 2500 Colorado Avenue, Santa Monica, California 90406
System Development Corp., Santa Monica, Calif.
ORG TYPE: For Profit
AWARD TYPE: COMP
CAN NO: 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
California Congressional District Number 28
CONTRACT: NIE-C-74-0143
FY74-$88,029 30-Jun-74 TO 30-Mar-75
DESCRIPTORS: *Career Education, *Educational Facilities, *Facility Planning, Guides, *Manuals
Start Date 30 Jun 74 End Date 30 Mar 75

This handbook will assist school administrators and their staffs to design a facility for career education efforts. Existing or potential space and equipment for career education facilities at various levels of a K-12 program will be noted as an aid in the organization and/or purchasing of space and equipment at those levels. It will be organized according to key variables, including educational level (elementary, intermediate, secondary and alternative schools), setting (rural, suburban, urban), district size (small, medium, large) and available funding levels (limited, moderate, high). Indexing will be done by subject areas, specific careers, and by different categories of facilities use. The handbook will contain detailed representations of diverse facilities. The use of space will be shown in such situations as a typical classroom, mobile or modular units, space purchased or rented outside school property (e.g. a warehouse to convert), and space donated by business or industry. In addition, a practical "how-to" section will be included. (Author)

EP741099 $63,843 Randour

Learning Kit for Guidance Counselors to Aid in the Deliverance of Sex-Fair Counseling.
INVESTIGATOR: Cook, Patricia
ADDRESS: 55 Wheeler Street, Cambridge, Massachusetts 02138
Abt Associates, Inc. Cambridge, Mass.
ORG TYPE: For Profit
AWARD TYPE: COMP
CAN NO: 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Massachusetts Congressional District Number 8
CONTRACT: NIE-C-74-0141
FY74-$63,843 30-Jun-74 TO 30-Mar-75
DESCRIPTORS: *Counseling, *Counselor Attitudes, *Guidance Personnel, *Guides, Instructional Materials, *Sex Discrimination
IDENTIFIERS: *Learning Kits
Start Date 30 Jun 74 End Date 30 Mar 75

The purpose of this contract is to develop and publish a learning kit that will provide counselors with tools and materials for delivering sex-fair guidance and counseling to their students. The learning kit will have five major sections: (1) an orientation - this section will alert the user to the occurrence of sex role stereotyping in some career guidance materials, and in society; (2) instructions for determining sex bias and sex fairness in interest inventories - this section will instruct counselors to evaluate interest inventories for sex bias and sex fairness; (3) suggestions for sex-fair administration and/or interpretation - this section will offer suggestions for reducing or eliminating sex bias in the administration and/or interpretation of any interest inventory; (4) identification of sex biased and sex fair counseling provedures; and (5) resource guide of materials that will assist in providing sex-fair counseling - this section will list and annotate materials that will help in delivering sex fair counseling. (Author)

EP741100 $158,528 Mason

Fact Book and Analysis of Knowledge Production and Utilization in Education.
INVESTIGATOR: Paisley, William J.
ADDRESS: Stanford, California 94205
Stanford Univ., Calif.
ORG TYPE: College/University
AWARD TYPE: NCOMP
CAN NO: B007450
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div
California Congressional District Number 17
CONTRACT: NIE-C-74-0098
FY74-$114,500 15-May-74 TO 01-Dec-75
DESCRIPTORS: *Data Analysis, Data Bases, *Data Collection, *Educational Development, *Research Utilization, Statistical Data, *Systems Approach
IDENTIFIERS: *Fact Books
Start Date 15 May 74 End Date 1 Dec 75

In the beginning year of the program, emphasis will be placed on activities which establish a base line of information concerning the quantitative and qualitative aspects of the Knowledge Production and Utilization (KPU) System and projects which identify and conceptualize issues and problems concerning the operation of that system. Existing information about educational KPU is scattered, uses inconsistent analytic frameworks, and is often out of date. This project will assemble and analyze existing data on the KPU system from federal statistical systems, agency management information systems, and the research literature. Two Fact Books will be written summarizing this information, one in Fall of 1974 and an updated version in Fall of 1975. In addition, a technical report will be prepared, which will analyze this body of data with respect to coverage and gaps, consistency of concepts, levels of aggregation, etc., with the purpose of making recommendations for the design of a KPU data system, including new surveys which NIE should undertake. (Author)

EP741101 $219,939 Mason

Normative Structure of Knowledge Production and Utilization in Education.
INVESTIGATOR: Markley, O. W.
ADDRESS: Menlo Park, California 94025
Stanford Research Inst., Menlo Park, Calif.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: 4B007450
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. Research and Development System Support Div
California Congressional District Number 17
CONTRACT: NIE-C-74-0133

FY74 $182,000 28-Jun-74 TO 31-Aug-75
DESCRIPTORS *Criteria, *Laws, *Literature Reviews, *Research Utilization, *Systems Approach
IDENTIFIERS *Regulators
Start Date 28 Jun 74 End Date 31 Oct 75

KPU activities are influenced by a variety of laws, regulations and requirements established by public and private agencies (e.g. federal regulations concerning research on human subjects at risk, and local school board regulations governing researcher access to pupil populations). This project will develop an analytic framework for describing these "regulators," summarize the literature about the origin, operation and effects of ten key regulators, and make recommendations concerning needs for continuing information collection and special studies. (Author)

EP741102 $149,863 Haughey

Interstate Compact of State Education Agencies on Utilization of Research and Development Products and Practices.
INVESTIGATOR Valletta, Von
ADDRESS Raleigh, North Carolina 27602
North Carolina State Dept. of Public Instruction, Raleigh
ORG TYPE State - Local Education Agency
AWARD TYPE NCOMP
CAN NO 4B007150
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources
North Carolina Congressional District Number 4
GRANT NIE-G-74-0103
FY74 $149,863 30-Jun-74 TO 31-Aug-75
DESCRIPTORS *Interstate Programs, *Research Utilization, *State Departments of Education
Start Date 30 Jun 74 End Date 31 Aug 75

The North Carolina Superintendent of Public Instruction acting on behalf of a group of States has been awarded a grant to develop alternative State education agency (SEA) dissemination system models. In addition to North Carolina, participating States include Oregon, Rhode Island, Texas and West Virginia; other States may join the multi-State compact later. The development of the SEA dissemination models will be proceeded by an analysis of SEA-Federal relationships, dissemination fragmentation within SEA's, Federal dissemination policy issues, and alternative SEA implementation strategies for Federal dissemination policies. The result of the program to be the development of more coherent Federal-State dissemination relationships in building and monitoring of information systems, consumer information and access to information products. (Author)

EP741103 $136,700 Charner

Understanding Career Decision Making.
INVESTIGATOR Mitchell, Anita
ADDRESS 3301 New Mexico Ave., N.W., Washington, D.C. 20016
American Institutes for Research (CRESS), Kensington, Md
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
District of Columbia
CONTRACT NIE-C-74-0134
FY74 $136,700 30-Jun-74 TO 30-Jun-75
DESCRIPTORS *Career Planning, *Decision Making
Start Date 30 Jun 74 End Date 30 Jun 75

This study is primarily aimed at increasing the understanding of career decision making and identifying the need for programs and/or materials to improve career decision making. It consists of four phases (1) a review, synthesis and integration of the empirical and theoretical literature on career decision-making. Included in this is (a) the development of an integrated model(s) of the decision-making process which incorporates the psychological, sociological and economic perspectives posed as explanatory schemes, (b) the integration of empirical findings into statements about the decision-making process, (c) the translation of the more technical language into a form which can be utilized by consumers and practitioners, and (d) the delineation of the research and policy questions and the programmatic activities which remain unanswered or need to be specified, (2) a series of four workshops of researchers, practitioners and developers to discuss their ideas and concerns about career decision-making and the range of programs, materials and information that will meet their needs, (3) a conference of "experts" to discuss a series of papers on specific research, policy and program topics identified during the review and synthesis and workshop phases of the study, and (4) the compiling of a data bank on career decision making to be housed at NIE and available to the general public for secondary analyses, comparative analyses, reanalyses and analyses of population sub-groups. (Author)

EP741104 $566,292 Hock

Follow-up Study of Residential CE Program Participants and Related Studies.
INVESTIGATOR Bale, R., And Others
ADDRESS 55 Wheeler Street, Cambridge, Massachusetts 02138
Abt Associates, Inc., Cambridge, Mass
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Massachusetts Congressional District Number 8
CONTRACT NIE-C-74-0147
FY74 $566,292 30-Jun-74 TO 31-Dec-75
DESCRIPTORS *Career Education, *Educational Research, *State Programs
Start Date 30 Jun 74 End Date 31 Dec 76

EP741105 $2,019,222 Grayson

Education Satellite Demonstration.
INVESTIGATOR Law, Gordon A
ADDRESS 2480 West 26th Ave., Suite 30013, Denver, Colorado 80211
Federation of Rocky Mountain States, Inc., Denver, Colo
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
Colorado Congressional District Number 1
CONTRACT NIE-C-74-0150
FY74 $500,000 01-Jul-74 TO 31-Aug-75
DESCRIPTORS *Demonstrations (Educational), *Educational Equipment, *Educational Technology, *Satellite Laboratories
Start Date 1 Jul 74 End Date 31 Aug 75

The study will examine procedures and strategies associated with the implementation of career education programs in six school districts. Alternative implementation strategies followed by LEAs, and the effects of implementation strategies upon attitudes and behavior of teachers, administrators and curriculum specialists will be analyzed. The study will assess the extent to which LEAs translate planned objectives into actual school practice, and identify components of the implementation strategy that facilitate or impede implementation of career education! The means by which school systems "piece together" cohesive career education programs will be examined, based upon combinations of locally developed programs, NIE developed curricula and commercially available products. This study is part of a larger project in which: (1) grants have been awarded to six school districts to plan a career education program in their districts. Each LEA will implement its plan during the 1974-75 school year. In order to restrict planning to programs which an LEA is capable of supporting, NIE will provide no funds for actual implementation; and (2) six independent researchers have started intensive case studies of the planning process in each school district, including the means by which objectives are established, resources assessed, planning for career education is linked to budget allocations and other authoritative school system decision-making. (Author)

PROJECT RESUMES

EP741106 $411,262 MacAdams

Development of Requirements for a Comprehensive Education Information System.
INVESTIGATOR Pearson, Karl, And Others
ADDRESS 2500 Colorado Avenue, Santa Monica, California 90406
System Development Corp., Santa Monica, Calif.
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO 4B007150
National Inst. of Education (DHEW), Washington, D.C. Information and Communications System
California Congressional District Number 28
CONTRACT NIE-C-74-0099
FY74-$411,262 30-Jun-74 TO 31-Dec-75
DESCRIPTORS *Information Dissemination, *Information Systems, *Program Development, *Systems Approach
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 30 Jun 74 End Date 31 Dec 75

The objective of this study, and of the design and implementation phases that will follow it, is to facilitate the advancement of education practice and research by developing effective and comprehensive information programs to serve the education community. Present services, including activities of the Education Resources Information Center (ERIC), are expected to be incorporated in the new and improved program. The study will have two outcomes. The primary product will be a statement of the requirements for a comprehensive education information system. As a secondary outcome, a methodology will be developed and documented for periodically sensing the information requirements of the education community. In addition to reports for each of those outcomes, the contractor will be expected to prepare separate papers to describe education information resources, and the market for education information. (Author)

EP741107 $32,000 Stump

Study of Educational Leave Programs in Europe.
INVESTIGATOR Bengtsson, Jarl
ADDRESS 2 Rue Andre-Pascal, Paris, Cedex 16, (France)
Organisation for Economic Cooperation and Development, Paris (France)
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
France
CONTRACT NIE-C-74-0106
FY74-$32,000 24-Jun-74 TO 31-Mar-75
DESCRIPTORS *Educational Policy, *Foreign Countries, *Leave of Absence, *Sabbatical Leaves
Start Date 24 Jun 74 End Date 31 Mar 75

This study is one in a series of activities at NIE to examine programs of recurrent education in Western European countries. The contractor will analyze various programs of educational leave intended to facilitate employee participation in educational programs in the Netherlands, Denmark, Belgium, Italy, Sweden and Yugoslavia. Programs established through legislation, through collective bargaining and through other mechanisms will all be examined. As a first step the contractor will develop a scheme to facilitate comparison of a variety of programs along the same variables. Reports will be written disucssing the organization, financing, educational opportunities available and participation in these programs. A conference of international experts in the field of recurrent education will be held in December 1974 to review these reports and formulate recommendations for action to foster recurrent education programs. The results of the conference and the individual reports will be published in Spring 1975, in English, French, Spanish and German. (Author)

EP741108 $1,101,164 Grayson

Appalachian ATS-F Satellite Educational Technology Demonstration.
INVESTIGATOR Morse, Harold
ADDRESS 1660 Connecticut Ave., N.W., Wash., D.C. 20234
Appalachian Regional Commission, Washington, D.C.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO 4B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
District of Columbia
CONTRACT NIE-C-74-0149
FY74-$1,101,164 01-Jul-74 TO 01-Sep-75
DESCRIPTORS *Demonstrations (Educational), *Educational Equipment, *Educational Technology, *Satellite Laboratories
IDENTIFIERS *Applachia
Start Date 1 Jul 74 End Date 1 Sep 75

NIE's project in Appalachia has been developed by the Appalachian Regional Commission, a Federal-State agency created by the Appalachian Regional Development Act of 1965 to coordinate Federal, State, and local governments' attempts to improve the total economic development (roads, health service, education) in Appalachia. In 1971, the Commission surveyed 32,000 publicschool teachers in Appalachia and learned that in-service training, particularly in the teaching of reading and career education, was needed. The Commission, with selected Regional Education Service Agencies (RESAs), and the University of Kentucky are participating in the satellite project. This summer, the University of Kentucky will offer, via satellite, elementary-school teachers two graduate-level three-credit courses through the 15 selected RESAs. One course will be career education, the other, the teaching of elementary reading. During the 1974-1975 school year, junior-high and senior-high teachers will be offered, again by satellite, in-service training courses in career education. Also during the school year, the teachers taking the courses will be able to get specialized information to help them address the problems of particular children and also to receive course-related research materials. According to the ARC expectations, at least 10,000 to 15,000 other teachers will have access to the programs. This project has established a regional system for the planning and dissemination of education programs and materials that will respond to the needs of Appalachia's teachers and of the estimated 175,000 learners. (Author)

EP741109 $104,385 Hodes

A State-Level Study for Career Education.
INVESTIGATOR Ferrin, Richard, Arbeiter, Solomon
ADDRESS 888 Seventh Avenue, New York, New York 10019
College Entrance Examination Board, New York, N.Y.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
New York Congressional District Number 20
CONTRACT NIE-C-74-0146
FY74-$104,385 30-Jun-74 TO 18-May-75
DESCRIPTORS *Career Education, *Educational Research, *State Programs
Start Date 30 Jun 74 End Date 18 May 75

The purpose of this project is to examine and, if justified, to put into practice, the advice NIE has received from many quarters that one of the greatest needs among practitioners are linkages among the components of career education. The tasks involved are: (1) to examine what is meant by Career Education as it has developed in practice, (2) to identify the components of comprehensive Career Education opportunities (K through adulthood), (3) to study the linkages among components, and (4) to recommend ways in which the NIE can provide information to practitioners on how to strengthen career education linkages. In addressing the linkage issue, four major questions must be answered to produce the alternative "models" and plans for their implementation that will be among the final products of this study: (1) What is already known about the elements and components of Career Education? (2) What is known about the kinds of linking mechanisms that must be in place in order to integrate these element and components into a comprehensive system? (3) What new linkages are needed? and (4) At what level(s) (State, Local, Regional) could linkages best take place? The results of this initial study will be used primarily to support the design of linkage systems and institutional changes that can eventually be used in the delivery of Career Education programs and services. (Author)

EP741110 $135,546 Vaughan

A Learning Resource Activities Guide and a Case Studies Compendium.
INVESTIGATOR: Finn, P., And Others
ADDRESS: 55 Wheeler Street, Cambridge, Massachusetts 02138
Abt Associates, Inc., Cambridge, Mass.
ORG TYPE: For Profit
AWARD TYPE: COMP
CAN NO: 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Massachusetts Congressional District Number 8
CONTRACT: NIE-C-74-0129
FY74-$135,546 25-Jun-74 TO 30-Mar-75
DESCRIPTORS: *Case Studies (Education), *Educational Resources, *Guides, *Resource Guides
Start Date 25 Jun 74 End Date 30 Mar 75

This publication will contain ideas for less formal career-related activities at both the elementary and secondary levels. It will provide specific learning activities related to or usable in conjunction with the world-of-work, and will be presented in a format designed to enhance integration of the activities into existing curricular areas. Activities that provide "hands-on" experiences or simulation of work situations in various career areas are to be included. Also included will be ways to capitalize on available internal (in-school) and external (community) resources, such as other teachers or school staff, field trips, speakers from local business or community organizations, informational and educational sources provided by local industrial concerns, etc. Activities which make use of different community career/occupational roles as role models for learning exercises are particularly emphasized. Teachers can use this publication directly since there will be nothing additional they must order, and the publication will be organized into four sections consisting of an introduction, the activities themselves, instructions for teaching and necessary teacher resources. Teachers will also be aided by a cross-index between teaching methods and subject areas at each of the three career education levels of awareness, exploration and preparation. (Author)

EP741111 $38,343 Spady

Development of Instrumentation for Measuring Six Functions of Schooling.
INVESTIGATOR: Flechter, Jerry
ADDRESS: 710 Southwest Second Ave., Portland, Oregon 97204
Northwest Regional Educational Lab., Portland, Oreg.
ORG TYPE: Not For Profit
AWARD TYPE: NCOMP
CAN NO: B008150
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Basic Studies Div.
Oregon Congressional District Number 1
CONTRACT: NIE-C-74-0130
FY74-$38,343 24-Jun-74 TO 30-Jun-75
DESCRIPTORS: *Educational Objectives, *Evaluation Techniques, *Measurement Instruments
Start Date 24 Jun 74 End Date 30 Jun 75

The purpose of this contract is to develop instrumentation which will measure the manner in which each of Spady's six functions are manifested in schools, and the extent to which they impinge upon each other. These functions are: Instruction, Socialization, Custody-Control, Evaluation-Certification, Selection, and Self-Actualization. The instrumentation to be produced under the contract will enable researchers and other observers to detect patterns of manifestations of the functions, and to observe how these patterns change over time in response to changes such as the implementation of competency-based graduation requirements presently underway in Oregon. (Author)

EP741112 $35,462 Stump

A Policy Study in Education and Work: Job Satisfaction.
INVESTIGATOR: Mandilovitch, Martha
ADDRESS: 3014 Administration Building, Ann Arbor, Michigan 48106
Michigan Univ., Ann Arbor
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Michigan Congressional District Number 2
CONTRACT: NIE-C-74-0136
FY74-$35,462 30-Jun-74 TO 31-Jan-75
DESCRIPTORS: *Career Education, *Educational Policy, *Job Satisfaction, *Work Study Programs
Start Date 30 Jun 74 End Date 31 Jan 75

The study of job satisfaction had developed mainly within the fields of industrial psychology and personnel management. However, the issue that concerns NIE has not generally been addressed: What is the role of education in contributing to job satisfaction? Will educational opportunities and experiences help raise levels of job satisfaction and under what circumstances? The contractor will review available research studies and data bases to support policy and program recommendations for NIE. At least three separate questions will be addressed: (1) Is there a description of the "satisfied" worker implied by the surveys and studies of job satisfaction? (2) What measures of education are used in relating education to job satisfaction? and (3) What are the ways in which education interacts with other factors that have a stronger influence on levels of job satisfaction. In those instances where data are not sufficient to support recommendations, the contractor will outline what information is needed and suggest ways of gathering it. (Author)

EP741113 $32,521 Stump

A Policy Study in Educational Work: Underemployment.
INVESTIGATOR: Lewis, Morgan V.
ADDRESS: University Park, Pennsylvania 16802
Pennsylvania State Univ., University Park
ORG TYPE: College/University
AWARD TYPE: COMP
CAN NO: 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work.
Pennsylvania Congressional District Number 23
CONTRACT: NIE-C-74-0137
FY74-$32,521 30-Jun-74 TO 31-Jan-75
DESCRIPTORS: *Educational Policy, *Underemployed, *Work Study Programs
Start Date 30 Jun 74 End Date 31 Jan 75

NIE wants to develop a more precise definition of what we mean by underemployment, how patterns of underemployment affect the availability of persons to fill jobs, and the implications of this situation for education decision making by individuals and institutions. The contractor will focus on three main areas: (1) measures of critical variables to describe underemployed persons and the extensiveness of the phenomenon in today's society, (2) patterns of underemployment and how they differ for persons with various levels of educational attainment, and (3) reactions to underemployment by individuals and employers. Available research studies and data bases will be reviewed and policy and program recommendations developed. In those instances where data are not sufficient to support recommendations, the contractor will indicate what information is needed and suggest ways of gathering it. (Author)

PROJECT RESUMES

EP741114 $68.239 Porter

Longitudinal Methodology.
INVESTIGATOR Goulet, Larry, And Others
ADDRESS Urbana, Illinois 61801
Illinois Univ., Urbana
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Illinois Congressional District Number 21
CONTRACT NIE-C-74-0124
FY74-$68.239 21-Jun-74 TO 20-Aug-75
DESCRIPTORS Achievement Tests, *Behavior Change, *Longitudinal Studies, *Research Methodology, *Statistical Analysis
Start Date 21 Jun 74 End Date 20 Aug 75

Longitudinal and cross-sectional methods inherently share a number of difficulties such as sample attrition, mobility, non-random assignment, the age-graded nature of the schools, the change of metric over time and the confounding of institutional change with behavior change over time. This project will address each of these issues as they affect the measurement of school-related behavior change, age, cohort, and time-related behavior change in student populations. This project will also investigate the problem of vertical equation of achievement tests. This work will be of two forms. First, limitations misconceptions of commonly used methods for vertical equating will be identified. Second, the potential advantages of applying the latent trait model (in particular, the Rasch model) for vertical equating will be considered. In addition, this project will address two other issues related to the vertical equation problem. The first issue is the problem that equated tests or even the same test may tap different domains at different age levels. That is, the same stimuli may measure different constructs at different stages of development. The second issue is the problem of equality score units at different points on the scale. (Author)

EP741115 $148.256 Porter

Longitudinal Research Methodology.
INVESTIGATOR Nesselrod, John
ADDRESS Room 5 Old Main, University Park, Pa 16802
Pennsylvania State Univ., University Park
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B005151
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
Pennsylvania Congressional District Number 23
CONTRACT NIE-C-74-0127
FY74-$148.256 22-Jun-74 TO 31-Aug-75
DESCRIPTORS *Data Analysis, *Longitudinal Studies, *Research Design, *Research Methodology, *Validity
Start Date 22 Jun 74 End Date 31 Aug 76

The project will attempt to develop ways of improving both the design and application of longitudinal research methodology in educational and general developmental settings. The major questions for which an empirical answer will be sought is the following: What are the best alternatives among those available which may be used to design and conduct research when a problem must be dealt with in an environment over which one has minimum control? The project will deal with problems associated with external and internal validity of longitudinal research results, longitudinal data analyses, and problem-methodology congruence. The procedures will include cohort sequential longitudinal methodology, multivariate models, and an explicit differentiation among intraindividual variation, interindividual differences, and interindividual differences in intraindividual change. (Author)

EP741118 $36.908 Yanofsky

Description of Reading Comprehension Programs and Analysis of Available Effectiveness Data: The Middle Grades.
INVESTIGATOR Goodman, Kenneth
ADDRESS 18994 Warrington, Detroit, Michigan 48221
Center for Expansion of Language and Thinking, Detroit, Mich.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005157
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div
Michigan Congressional District Number 1
CONTRACT NIE-C-74-0140
FY74-$36.908 01-Jul-74 TO 30-Jun-75
DESCRIPTORS *Data Analysis, *Intermediate Grades, *Program Evaluation, *Reading Comprehension, *Reading Programs
Start Date 1 Jul 74 End Date 30 Jun 75

This project is comprised of three tasks. These tasks are (A) Develop a paradigm of models and theories of reading instruction to identify and develop criteria for prototypes of possible alternate reading comprehension programs by synthesizing existing historical and contemporary sources of information, (B) Identify and describe various reading programs currently being used in grades 4-6 in public schools across the country to determine which, if any, are prototypes of the various models generated, and (C) Compare the chosen sample of reading programs with regard to the kinds of reading demands made on students, with existent knowledge about what students appear capable of reading, and what they should be asked to read (what the comprehension tasks are). The final product will be a synthesis of knowledge about reading comprehension, a paradigm of alternative models of reading instruction based on this knowledge, and a review of practice consistent with these theories. (Author)

EP741119 $205.657 Goodwin

A Study of Career Education Implementation in Six Districts.
INVESTIGATOR Rittenhouse, Carl H.
ADDRESS 333 Ravenswood Avenue, Menlo Park, California 94025
Stanford Research Inst., Menlo Park, Calif.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
California Congressional District Number 17
CONTRACT NIE-C-74-0105
FY74-$205.657 01-Jun-74 TO 01-Dec-75
DESCRIPTORS *Career Education, *Program Development
Start Date 1 Jun 74 End Date 1 Dec 75

This study will examine procedures and strategies associated with the implementation of career education programs in six school districts. Alternative implementation strategies followed by LEAs, and the effects of implementation strategies upon attitudes and behavior of teachers, administrators and curriculum specialists will be analyzed. The study will assess the extent to which LEAs translate planned objectives into actual school practice and will identify components of the implementation strategy that facilitate or impede implementation of career education. The study will examine the means by which school systems "piece together" cohesive career education programs, based upon combinations of locally developed programs, NIE developed curricula, and commercially available products. (Author)

EP741120 $137.889 Porter

Study of Aggregation Data in Educational Research.
INVESTIGATOR Burstein, Leigh, Hannan, M
ADDRESS 1744 North Farwell Avenue, Milwaukee, Wisconsin 53202
Vasquez Associates Ltd., Milwaukee, Wis
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B005151

National Inst of Education (DHEW) Washington D.C Office
of Research National Inst of Education (DHEW) Washington D.C Measurement and Methodology Program
Wisconsin Congressional District Number 5
CONTRACT NIE-C-74-0123
FY74 $137.889 24-Jun-74 TO 05-Jul-76
DESCRIPTORS *Data Analysis, *Educational Research, *Guides, *Statistical Analysis, *Taxonomy
Start Date 24 Jun 74 End Date 5 Jul 76

Addressing the problems of data aggregation and the effects of various methods of data aggregration upon the subsequent treatment of educational research data, the objectives of this investigation are to develop appropriate guidelines for determining proper units of analysis, develop a taxonomy of questions where data aggregation might occur prior to analysis, summarize the consequences of different choices of units of analysis for estimating parameters, and develop and substantiate a methodology for data aggregation and subsequent data analysis (Author)

EP741121 $42.180 Porter

Methodology for Aggregation Data in Educational Research.
INVESTIGATOR Irwin, Laura
ADDRESS Massachusetts and Nebraska Ave N.W. Wash D.C 20016
American Univ, Washington D.C
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B005151
National Inst of Education (DHEW) Washington D.C Office
of Research National Inst of Education (DHEW) Washington D.C Measurement and Methodology Program
District of Columbia
CONTRACT NIE-C-74-0122
FY74 $42.180 25-Jun-74 TO 31-Aug-75
DESCRIPTORS *Behavioral Objectives, *Data Analysis, *Educational Research, *Group Norms, *Statistical Analysis
Start Date 25 Jun 74 End Date 31 Aug 75

This project is concerned with evaluating the effects of various data aggregation methods likely to be encountered in educational research. Five basic aggregation problems that can occur whenever the unit of analysis differs from the unit of measurement are (1) The Aggregation Problem, (2) The Disaggregation Problem, (3) The Interaction Problem, (4) The Structural Problem, and (5) The Index Construction Problem. For each type of aggregation problem, the following strategy is proposed (1) to determine the importance of each aggregation problem within different areas of educational research, (2) to use secondary analysis procedures and/or monte carlo studies to show how alternative methods of data aggregation can result in different conclusions, and (3) to evaluate each alternative method in terms of cost and lost of information. The final product will include an evaluation, a taxonomy, and a set of aggregation methods (Author)

EP741122 $96.903 Porter

Study of Causal Relationships in Non-Experimental Research.
INVESTIGATOR Rubin, D
ADDRESS Princeton, New Jersey 08540
Educational Testing Service, Princeton, N.J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B005151
National Inst of Education (DHEW), Washington D.C Office
of Research National Inst of Education (DHEW), Washington D.C Measurement and Methodology Program
New Jersey Congressional District Number 4
CONTRACT NIE-C-74-0126
FY74 $96.903 25-Jun-74 TO 05-Jul-76
DESCRIPTORS *Analysis of Covariance, *Sampling, *Statistical Analysis, *Statistical Bias
Start Date 25 Jun 74 End Date 5 Jul 76

Addressing the problems in attempting to estimate causal effects from date generated through quasi-experimental designs, the objective of this study is to study the utility of matched sampling and co-variance adjustment (regression adjustment) in controlling that bias due to specific recorded variables. It is intended that the results of this project will produce recommendations on (1) which matching methods to use in practice, (2) sampling selection order to obtain well-matched samples, and (3) methods for performing any co-variance adjustments (Author)

EP741123 $452.576 Millsap

External Summative Evaluation of the Experienced-Based Career Education Program
INVESTIGATOR Vale, C
ADDRESS Princeton, New Jersey 08540
Educational Testing Service, Princeton, N.J
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst of Education (DHEW) Washington D.C Office
of Programs National Inst of Education (DHEW) Washington, D.C Program for Education and Work
New Jersey Congressional District Number 4
CONTRACT NIE-C-74-0118
FY74 $452.576 17-Jun-74 TO 31-Dec-75
DESCRIPTORS *Career Education, *Program Evaluation, *Summative Evaluation
Start Date 17 Jun 74 End Date 31 Dec 75

The study will assess the effectiveness of the four Experience-Based Career Education (EBCE) projects in terms of students' attainment of program objectives and in terms of the viability of the EBCE concept as an alternative to traditional secondary education. Three phases of activity are anticipated (a) a planning and measurement development phase including such tasks as the analysis of curricula and student objectives and review of available measures (both in use by the EBCE projects and those available elsewhere) (b) a preliminary operational phase of arranging the conditions required by the experimental, true control, and comparison group design and of pilot testing instruments (as determined from the conceptual analysis and (c) an operational phase consisting of the longitudinal evaluation of the effectiveness of the projects during the 1974-75 academic year (the third development year of the projects) and the preparation of test manuals for newly developed instruments (Author)

EP741124 $108.329 Vaughan

Career Educational Instructional Materials: A Compendium of Information
INVESTIGATOR Komoski, Kenneth
ADDRESS 463 West St, New York, N.Y 10014
Educational Products Information Exchange Inst, New York, N.Y
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B006150
National Inst of Education (DHEW) Washington D.C Office
of Programs National Inst of Education (DHEW) Washington, D.C Program for Education and Work
New York Congressional District Number 20
CONTRACT NIE-C-74-0138
FY74 $108.329 30-Jun-74 TO 30-Mar-75
DESCRIPTORS Annotated Bibliographies, *Career Education, *Indexes (Locaters), *Instructional Aids, *Instructional Materials, *Program Descriptions, Resource Materials
Start Date 30 Jun 74 End Date 30 Mar 75

This consists of an index of existing commercial and non-commercial career education instructional materials, including curriculum units, films, slides, teachers guides, simulations, workbooks, etc. Each will be described with regard to basic content, cost, developmental source, intended age or grade groupings for use (if specified), time required to administer, personnel required, necessary training, user evaluation data, and additional descriptive and evaluative information on factors such as existing or potential sex or ethnic biases. It will include materials to be used with preschool children through adults, and will include sections or notations on materials for special populations, such as the handicapped, gifted, bilingual learners, women, current or ex-offenders, etc. A "Works In Progress" section will cover materials under development but not yet available for distribution. The publication is intended to assist teachers, curriculum specialists and/or others within the school systems in selecting appropriate specific instructional materials related to particular career education goals, and will provide specific suggestions to these persons to aid them in their attempts to integrate career education into their existing programs. (Author)

EP741126 $100,000 Holt

Assessment and Analysis of the Educational Satelite Communications Demonstration (II).
INVESTIGATOR DeWitt, L
ADDRESS Merrill Lane, University Heights, Syracuse, N.Y. 13210
Syracuse Univ. Research Corp., N.Y.
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B005050
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
New York Congressional District Number 32
CONTRACT NIE-C-74-0145
FY74-$100,000 28-Jun-74 TO 15-Jul-76
DESCRIPTORS *Communication Satellites, *Demonstration Programs, *Educational Technology, *Program Evaluation, *Satellite Laboratories
Start Date 28 Jun 74 End Date 15 Jul 76

The purpose of this project is to perform an assessment and analysis of the Educational Satellite Communications Demonstration. Among the tasks are (1) a thorough and detailed description of the educational institutions and the intended audiences prior to the satellite demonstration, and (2) a detailed account of the progress of the demonstration including physical, organizational, and operational implementation of the planned demonstration programming. After the end of the demonstration, the contractor will provide a summary and analysis of the major events and changes that have taken place and the lessons to be learned from the demonstration. Finally, based upon data gathered and analyzed in the previous tasks, the contractor will conduct policy analyses addressed to the following general areas: (1) cost-effective ways that educational organizations may use satellite communication technology, (2) organizational restructuring required for more effective educational and/or economic utilization, (3) ways in which institutions might participate more fully in the current and future development of communication technology, (4) unique educational features of a satellite system which are desirable and affordable compared to a competing communication system, and (5) levels and types of audience aggregation feasible to meet conflicting requirements and costs of local programming versus highly centralized national programming. (Author)

EP741127 $71,858 Holt

Study of Educational Satellite Communications Demonstration–Alaska.
INVESTIGATOR Feiner, A., Parmeter, A
ADDRESS 1030 15th St. N.W., Washington, D.C. 20005
Practical Concepts, Inc., Washington, D.C.
ORG TYPE For Profit
AWARD TYPE COMP
CAN NO B005152
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Productivity and Technology
District of Columbi
CONTRACT NIE-C-74-0148
FY74-$71,858 28-Jun-74 TO 05-Jul-76
DESCRIPTORS *Communication Satellites, *Educational Technology, *Program Evaluation, *Satellite Laboratories
IDENTIFIERS *Alaska
Start Date 28 Jun 74 End Date 5 Jul 76

Under this project an assessment and analysis of the Alaskan component of the Educational Satellite Communications Demonstration will be conducted. This will be accomplished through (1) project documentation and analysis, (2) data collection, and (3) policy analysis. More specifically, this assessment shall consist of an analytic description of the events before, during, and after the demonstration–with primary emphasis upon the uses of satellite educational television in remote and isolated rural communities. Data will be collected from all available sources including the Alaska Native Language Center, the Indian Mental Health Program, the Center for Northern Educational Research, and other Alaskan organizations. Data arising from isolated rural communities will be obtained through maximum feasible use of trained Native Alaskan interviewers and collectors. Following the conclusion of the demonstration, the contractor will prepare documentary summaries of the events of the demonstration and conduct policy analyses which will assist in determining the impact of satellite communications to the educational community. (Author)

EP741128 $34,434 Maw

Development of a Test Instrument.
INVESTIGATOR Lambert, Nadine, And Others
ADDRESS Campus Research Office, Wheeler Hall, Berkeley, Calif. 94720
California Univ., Berkeley
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B008150
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Measurement and Methodology Program
California Congressional District Number 9
CONTRACT NIE-C-74-0119
FY74-$34,434 24-Jun-74 TO 31-Jan-75
DESCRIPTORS *Measurement Instruments, *Test Construction, *Tests
Start Date 24 Jun 74 End Date 31 Jan 75

Test instruments will be developed which can be used to study student failures. The instruments will measure both affective and cognitive aspects of student failure. This work will involve literature search, test item design and development, packaging of test instruments and planning for administration. (Author)

EP741130 $29,600 Millsap

R & D Monograph on Experienced-Based Career Education Program.
INVESTIGATOR Goldhammer, Keith
ADDRESS College of Education, East Lansing, Mich. 48824
Michigan State Univ., East Lansing
ORG TYPE College/University
AWARD TYPE NCOMP
National Inst. of Education (DHEW), Washington, D.C. Office of Programs.National Inst. of Education (DHEW), Washington, D.C. Program for Education and Work
Michigan Congressional District Number 6
CONTRACT NIE-C-74-0085
FY74-$29,600 16-Apr-74 TO 15-Oct-74
DESCRIPTORS *Career Education, *Educational Research, *Experience
Start Date 16 Apr 74 End Date 15 Oct 74

The product will be a publishable monograph on the first 18 months of development of the Experience-Based Career Education (EBCE) program, funded by the National Institute of Education. A tentative outline of the monograph is the following: Chapter 1 Conceptual Analysis and Review of Appropriate Literature; Chapter 2 Summary of Program Development Experiences; Chapter 3-6 Chapter on each Project–its organization, operations and outcomes for the first and second development years; Chapter 7 Where We Are, What We've Learned, Where Do We Go from Here. (Author)

EP741131 $23,343 Sullivan

Report on Metric Inservice Teacher Training Programs.
INVESTIGATOR Chalupshy, Albert
ADDRESS 5301 New Mexico Avenue N.W., Washington, D.C. 20016
American Institutes for Research (CRESS), Kensington, Md.
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B005157
National Inst. of Education (DHEW), Washington, D.C. Office of Research.National Inst. of Education (DHEW), Washington, D.C. Essential Skills Div.
District of Columbia

CONTRACT NIE-C-74-0117
FY74 $23,343 30-Jun-74 TO 30-Dec-74
DESCRIPTORS *Inservice Teacher Education, *Metric System, *Teacher Education, *Training Objectives
Start Date 30 Jun 74 End Date 30 Dec 74

In the very near future over two million teachers in public elementary and secondary schools throughout the United States will have need for specialized instruction in metrics Delivery of such instruction can best be achieved via a system of varied inservice training programs conducted at regional and local levels This contract calls for the preparation of a report which describes System International (SI) elementary and secondary inservice teacher training programs in Great Britain and Australia The report is to compare the relative strengths and weaknesses of respective programs and highlight implications for U S inservice teacher training programs in the metric system (Author)

EP741132 $67,204 Porter

Methodology for Estimating Causal Relationships.
INVESTIGATOR Weisberg, Herbert
ADDRESS 25 Flanders Road, Belmont, Massachusetts 02178
Contract Research Corp., Belmont Mass
ORG TYPE Small Business
AWARD TYPE NCOMP
CAN NO B005151
National Inst of Education (DHEW), Washington D C Office of Research National Inst of Education (DHEW), Washington D C Measurement and Methodology Program
Massachusetts Congressional District Number 8
CONTRACT NIE-C-74-0125
FY74-$67,204 24-Jun-74 TO 05-Jul-75
DESCRIPTORS *Academic Achievement, *Comparative Analysis, *Mathematical Models, *Simulation, *Statistical Analysis
IDENTIFIERS Project Follow Through, Project Head Start
Start Date 24 Jun 74 End Date 5 Jul 75

The major purposes of this project are (1) to develop realistic models representing growth in educational settings, and (2) to use these to understand the effects of different analysis strategies In the initial stage of the project mathematical models will be developed to represent growth in educational settings and current methodology from the growth model perspective will be reviewed After the growth models have been formulated, a simulation program incorporating these models will be developed The simulation program will be used to compare various methodological approaches A comparative analysis will also be conducted on data obtained from the Head Start Planned Variation and Follow Through programs Concurrent with the aforementioned activities will be an attempt to refine a methodological approach already under development based on the growth model perspective (Author)

EP741133 $171,380 Emery

Non-Intellectual Determinants of Status Attainment: System Awareness and School Performance.
INVESTIGATOR Tenhouten, Diana
ADDRESS 750 University Avenue, Madison Wisconsin 53706
Wisconsin Univ , Madison
ORG TYPE College/University
AWARD TYPE NCOMP
CAN NO B008150
National Inst of Education (DHEW), Washington D C Office of Research
Wisconsin Congressional District Number 2
GRANT NIE-G-74-0098
FY74-$171,380 01-Jul-74 TO 30-Jun-75
DESCRIPTORS *Academic Achievement, Data Analysis, *Employment Experience, Grade 5, Grade 11, *Success Factors
Start Date 1 Jul 74 End Date 30 Jun 75

The purpose of the study is to gain a better understanding of the factors which lead to educational attainment and occupational success The central assumption of the study is that "getting ahead" in the world is a product of many events and not simply a function of intelligence, hard work, and family status The core explanatory concepts are "system awareness" (knowledge of the formal and informal operating rules) and "attainment strategies" (how and to what end one plans to get ahead), and in conjunction with traditional factors such as family background, the investigators will attempt to improve our understanding of in-the-school and on-the-job attainment Data have been gathered through interviews with 100 fifth and 100 eleventh graders at each of five sites (Denver, Tulsa, Detroit, Boston and Jackson, Miss) The respondents were selected according to race, sex and occupational status of the head-of-household, and a total of over 3,000 interviews have been conducted with parents and teachers of the children in addition to the children themselves This continuation grant will permit the necessary analysis of the data culminating in a report to be produced by June of 1975 (Author)

EP741137 $288,000 Gonzalez

San Jose Project for Teacher Involvement in Decision-Making within Local Schools.
INVESTIGATOR Magnus, Ailene, And Others
ADDRESS 1705 Murlhison Drive, Burlingame, Calif 94010
California Teachers Association, Burlingame
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
California Congressional District Number 11
GRANT NIE-G-74-0087
FY74-$114,000 28-Jun-74 TO 31-Aug-75
DESCRIPTORS *Board of Education Policy, *Decision Making, *Teacher Administrator Relationship, *Teacher Participation
IDENTIFIERS California, *San Jose
Start Date 28 Jun 74 End Date 29 Jun 77

The California Teachers Association will be trying out a new program of increased teacher participation in the planning and decision-making processes in 10 elementary schools in the San Jose Unified School District Program activities will be tailored to the needs of each school, and will be designed and carried out m cooperation with the school district and a special Policy Committee of teachers, administrative staff, and parents from the target schools (Author)

EP741138 $960,441 Frankel

Field Test and Revision of Career Education Curriculum Units.
INVESTIGATOR Dunn, James A , And Others
ADDRESS 10605 Concord St , Kensington, Maryland 20795
American Institutes for Research in the Behavioral Sciences, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B006150
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Program for Education and Work
Maryland Congressional District Number 8
CONTRACT NIE-C-74-0142
FY74-$500,000 24-Jun-74 TO 31-Jul-75
DESCRIPTORS *Career Education, *Curriculum Development, *Curriculum Evaluation, *Field Studies
Start Date 24 Jun 74 End Date 30 Jun 76

The purpose of this contract is to field test and revise the remaining 88 CCEM career education curriculum units developed by the Ohio State University's Center for Vocational and Technical Education in cooperation with six local education agencies The purposes of the field test are to (1) determine the quality, utility, and effectiveness of the units, (2) determine the conditions under which the units do and do not perform as intended, (3) provide indications of the units' acceptability to students, teachers, administrators, and parents, (4) provide indications of the cost of implementing the units in school districts, and (5) provide information that will guide revision of the units The purposes of the revision efforts are to (1) maximize the effectiveness of the units in producing intended student outcomes (cognitive, affective, and psychomotor), (2) maximize the acceptability and utility of the units, (3) minimize the cost of purchasing and implementing the units (without sacrificing their quality, utility, and effectiveness), and (4) ready the units for publication (Author)

EP741139 $122,076 Lipman-Blumen

A Model of Sex-Role Transcendence: Role Polarity and Sex Discrimination in Education.
INVESTIGATOR Heffner, Robert, Novden, Virginia
ADDRESS Div of Research Development and Admin, 260 Research Admin Bldg, North Campus, Ann Arbor, Michigan 48105
Michigan Univ., Ann Arbor
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B008150
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Women Studies Program
Michigan Congressional District Number 2
CONTRACT NIE-C-74-0144
FY74-$122,076 27-Jun-74 TO 30-Jun-76
DESCRIPTORS *Educational Practice, Literature Reviews, Models, *Role Perception, *Sex Discrimination, *Sex Role, *Socialization
Start Date 27 Jun 74 End Date 30 Jun 76

The proposed study undertakes a review of the literature in the areas of sex role socialization, sex discrimination, and other discrimination processes. This includes an extensive consideration of legal, political, and other structural factors. The proposal also presents a discussion demonstrating insight into the processes involved in research, various phylosophy of science and methodology issues (Author)

EP741140 $145,050 Lipman-Blumen

A Conceptual Model for the Analysis of Sex-Role Learning and Sex Discrimination in Education.
INVESTIGATOR Salifilios-Rothschild, Constantina
ADDRESS Office of Grants and Contracts, Detroit, Michigan 48202
Wayne State Univ, Detroit, Mich
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B008150
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Women Studies Program
Michigan Congressional District Number 1
CONTRACT NIE-C-74-0139
FY74-$145,050 27-Jun-74 TO 30-Jun-76
DESCRIPTORS *Cross Cultural Studies, Literature Reviews, Models, *Sex Discrimination, *Sex Role, *Socialization
Start Date 27 Jun 74 End Date 30 Jun 76

The preliminary model presented in this proposal attempts to integrate a set of psychological and social-psychological components which are at the heart of sex role socialization with a set of social-structural components which perpetuate these socialization patterns. This model is built upon the following assumptions (1) that a sex stratification system exists which determines differential access to societal rewards, (2) that this system is legitimized by powerful ideologies, (3) that it functions to discriminate against women (and men) by requiring rigid adherence to prescribed roles which may not bear much relationship to innate capacities. This research will attempt to explicate how the component processes are integrated and to pinpoint the mechanisms by which societies foster greater or lesser degrees of sex-typing and discrimination. The proposed study provides a comprehensive plan for a synthetic literature review. Of special interest in this proposal is inclusion of cross-cultural studies in the review and incorporation of these into the conceptual model. This cross-cultural approach is important in permitting necessary distinctions between culture-specific and more universalistic patterns (Author)

EP741141 $210,092 Gonzalez

NYUC-CCNY School Renewal Partnership: Replication Mechanism for Mini-School Complex.
INVESTIGATOR Gray, Lynn
ADDRESS 55 Fifth Avenue, New York, New York 10003
New York Urban Coalition, N Y
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
New York Congressional District Number 18
GRANT NIE-G-74-0082
FY74-$103,596 28-Jun-74 TO 31-Dec-75
DESCRIPTORS *Decision Making, Individualized Instruction, *Junior High Schools, *Multiunit Schools, *School Organization, *Small Group Instruction
IDENTIFIERS CCNY, NYUC
Start Date 28 Jun 74 End Date 29 Jun 77

This program is designed to help a Bronx junior high school convert its building organization into mini- or sub school units for improved problem-solving. The new organization allows smaller groups of children and teachers to know one another on a continuing basis and provides opportunities for more individualized instruction. Also, the more manageable mini-school units afford opportunities for flexible, cooperative planning and a measure of shared decision-making by those involved in and affected by school programs, professional and non-professional alike (Author)

EP741142 $224,996 Kelly

A Plan for Improving and Expanding High School Self-Renewal Programs in New York City.
INVESTIGATOR Flom, Floyd
ADDRESS 230 Park Avenue, Room 1825, New York, N Y, 10017
New York City Economic Development Council, N Y
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst. of Education (DHEW), Washington, D C Program for Local Problem Solving
New York Congressional District Number 18
GRANT NIE-G-74-0079
FY74-$110,498 28-Jun-74 TO 31-Dec-75
DESCRIPTORS *Educational Improvement, *High Schools, *Program Development, *School Improvement
Start Date 28 Jun 74 End Date 29 Jun 77

The award will allow the Economic Development Council, a nonprofit business-supported service organization in New York City, to continue its work with the Board of Education in developing in individual high schools an organizational capacity and process leading to sustained self-renewal of such schools. The grant will provide research and development funds for eight inner-city high schools to use in developing, implementing, and evaluating projects proposed by each school's comprehensive school renewal plan (Author)

EP741143 $303,812 Milne

Comittee for a Comprehensive Education Center Extension and Expansion of Community-Based Education Program.
INVESTIGATOR Belaval, Gilbert
ADDRESS 120-126 E 106 Street, New York, New York 10025
Committee for a Comprehensive Education Center, New York, N Y
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst. of Education (DHEW), Washington, D C Program for Local Problem Solving
New York Congressional District Number 19
GRANT NIE-G-74-0081
FY74-$151,904 28-Jun-74 TO 31-Dec-75
DESCRIPTORS *Community Schools, Governance, *High

Schools. *School Community Relationship. *Urban Schools
Start Date 28 Jun 74 End Date 29 Jun 77

This award will allow the Committee for a Comprehensive Education Center to further strengthen the community-developed Park East High School in New York City In cooperation with the New York City Board of Education, the Committee of community representatives from the East Harlem and Yorkville neighborhoods has administered all funds for support services at the school for the past three years This Committee has developed a governance structure which involves parents and the community in many of the major decisions of the schools Its continued functioning under this grant will advance the cooperative development of a comprehensive high school that responsively serves inner city students and their community (Author)

EP741144 $253.050 Lewis

Developmental Approach to Urban Education: A Psycho-Social Action Model.
INVESTIGATOR Myer, Hector, And Others
ADDRESS 4211 South Avalon, Los Angeles, Calif
Central City Community Mental Health Center, Los Angeles, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
California Congressional District Number 26
GRANT NIE-G-74-0088
FY74-$127,170 28-Jun-74 TO 31-Dec-75
DESCRIPTORS *Community Programs *Cultural Factors *Elementary Schools. *Problem Solving. Student Needs *Urban Schools
IDENTIFIERS *Los Angeles
Start Date 28 Jun 74 End Date 29 Jun 77

Personnel from the Central City Community Mental Health Center and other medical, mental health, and educational organizations in South Central Los Angeles will be working with two elementary schools in that area Operating from the premise that much of the failure in urban education is due to the differences between the cultural context of the child's community and that of the school, this project will provide training and resources to school staff and parents in an effort to reduce these differences Utilizing the schools' resources, as well as those from local medical, mental health, and educational institutions, workshops and training sessions will be conducted for administrators, parents, and teachers to improve their understanding of the children's home and school environments so that they can better meet the children's social, psychological, and academic needs (Author)

EP741145 $206.697 Thompson

Creative Educational Collaborative.
INVESTIGATOR Frazier, Gloria
ADDRESS Fourth at Broadway, Louisville, Kentucky 40202
Louisville Public Schools, Ky
ORG TYPE State /Local Education Agency
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
Kentucky Congressional District Number 3
GRANT NIE-G-74-0083
FY74-$106,848 28-Jun-74 TO 31-Dec-75
DESCRIPTORS Decentralization, *Decision Making, *Parent Participation, *School Administration, *Student Participation, *Urban Schools
Start Date 28 Jun 74 End Date 29 Jun 77

This program will develop and test an approach to decentralized decision-making in two inner-city schools The district-wide Organization Development staff will work with principals of the two schools to bring together and train staff, parents, and/or students to assume new responsibilities for curriculum, organization of staff, use of time and facilities, and school management and governance (Author)

EP741146 $196,527 Schaffarzick

Teacher Center Extension Project.
INVESTIGATOR Hayden, Frederick
ADDRESS Minneapolis Public Schools, 807 Broadway N E, Minneapolis, Minnesota 55455
Minneapolis Public Schools, Minn
Minneapolis Public Schools / Univ of Minnesota Teacher Center
ORG TYPE State /Local Education Agency
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
Minnesota Congressional District Number 5
GRANT NIE-G-74-0085
FY74-$96,376 28-Jun-74 TO 31-Dec-75
DESCRIPTORS *Community Development, *Elementary School Teachers, *Staff Improvement, *Teacher Centers
Start Date 28 Jun 74 End Date 29 Jun 77

The Minneapolis Public Schools/University of Minnesota Teacher Center will establish a new component to provide staff development services to 3-5 elementary schools in one of the city's decentralized clusters The new center will build on the previous experience of the school district in operating a teacher center in the Southeast area and will offer services to participating schools in identifying needs, providing consultant assistance in trying out new ideas, and running staff training and community development programs (Author)

EP741147 $120,000 Elmendorf

A National Program for Training Evaluators.
INVESTIGATOR Alkin, Marvin C
ADDRESS 405 Hilgard Ave, Los Angeles, Calif 90024
California Univ, Los Angeles
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B007350
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources National Inst of Education (DHEW), Washington D C School Practices and Services Div
California Congressional District Number 26
CONTRACT NIE-C-74-0128
FY74-$120,000 27-Jun-74 TO 31-Dec-75
DESCRIPTORS *Evaluation Methods, *Manpower Development, *National Programs, *Professional Training, *Training Techniques
IDENTIFIERS *Evaluators
Start Date 27 Jun 74 End Date 31 Dec 75

The Center for the Study of Evaluation (CSE) will hold a series of two-day workshops to establish an evaluation training capability within the Regional Offices of Education, key State educational agencies, and other professional organizations Participants will make use of the CSE-developed product, "Evaluation Workshop I - An Orientation," a set of highly structured training materials for school administrators and the staff of State and Federal educational agencies Some of the topics covered by the workshop are how to conduct a needs assessment, build the evaluation design into a program plan, determine whether a program is being implemented properly, assess the progress being made, and present evaluation data in a form understandable to the public Workshop "graduates" are capable and are expected to organize and lead comparable workshops when they return to their home organizations Results of the project will include approximately 1200 key educational administrators trained as evaluation workshop leaders (Author)

EP741148 $44,879 Turk

A Review of Bilingual Education.
INVESTIGATOR Ramirez, Manuel
ADDRESS P O Box 1567, Riverside, California 92502
Systems and Evaluation in Education, Riverside, Calif
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B005158
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Essential Skills Div

California Congressional District Number 36
CONTRACT NIE-C-74-0151
FY74 $44 879 28-Jun-74 TO 31-Dec-74
DESCRIPTORS *Bilingual Education *English (Second Language), *Language Instruction
Start Date 28 Jun 74 End Date 31 Dec 74

EP741149 $233 686 Harahan

Extending School Capacity for Self-Support of Open Education.
INVESTIGATOR Weber, Lillian
ADDRESS 1411 Broadway, New York, New York 10018
City Coll Research Foundation, New York, N Y
ORG TYPE College/University
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
New York Congressional District Number 18
GRANT NIE-G-74-0080
FY74-$118 366 38-Jun-74 TO 31-Dec-75
DESCRIPTORS *Elementary Schools, *Inservice Teacher Education, *Open Education, *Problem Solving, *Teacher Participation
Start Date 28 Jun 74 End Date 29 Jun 77

The intent of this program is to increase the internal capacity of three elementary schools to support and extend open education. The Advisory will work with a small group of highly experienced teachers released part time from their normal classroom responsibilities to begin to take over some of the support functions previously provided by external Advisory personnel. These teachers will work alongside less experienced teachers in their own classrooms to help them gain new insights into children's learning behavior and classroom organization and teaching. This strategy relies on teachers' voluntary participation as a collaborative process of teacher-problem-solving efforts. (Author)

EP741150 $219 913 Smardak

ERIC Clearinghouse on Information Resources.
INVESTIGATOR Bush, Robert N
ADDRESS Sponsored Project Office, Old Pavilion, Stanford, California 94305
Stanford Univ., Calif
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 4B007150
National Inst of Education (DHEW), Washington, D C Information and Communications System
National Inst of Education (DHEW), Washington, D C Office of Dissemination and Resources
California Congressional District Number 17
CONTRACT NIE-C-74-0027
FY74-$219 913 01-Jan-74 TO 31-Dec-74
DESCRIPTORS *Clearinghouses, *Information Dissemination, *Information Sources, *Resource Centers
IDENTIFIERS *Educational Resources Information Center, ERIC
Start Date 1 Jan 74 End Date 31 Dec 74

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i e, cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. (Author)

EP741152 $40 882 Rubin

Manpower Planning Systems Study
INVESTIGATOR Piper, James
ADDRESS 2600 Wilshire Blvd., Los Angeles, Calif 90057
Mariscal and Co., Los Angeles, Calif
ORG TYPE Small Business
AWARD TYPE NCOMP
CAN NO B003600
National Inst of Education (DHEW), Washington, D C Office of Administration
California Congressional District Number 30
CONTRACT NIE-C-74-0094
FY74-$40 882 01-Jun-74 TO 30-Dec-74
DESCRIPTORS *Government Employees, *Management Systems, *Manpower Needs, *Manpower Utilization
IDENTIFIERS *National Institute of Education, NIE
Start Date 1 Jun 74 End Date 30 Dec 74

This project is an internal NIE management-oriented manpower study rather than an educational research effort. The contractor is analyzing manpower utilization within the Institute, and is developing a manpower planning system which will enable management to assess the manpower implications of various budget levels and program efforts. The system will thus enable the Institute to articulate, within the Department of Health, Education and Welfare and to the Office of Management and Budget and the Congress, the basis on which it has developed its annual estimated manpower requirements. (Author)

EP741153 $2 226 976 Goebel

Project Talent 11-Year Follow-Up Study.
INVESTIGATOR Flanagan, John C
ADDRESS 3301 New Mexico Ave., N W., Wash., D C 20016
American Institutes for Research in the Behavioral Sciences, Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO 4B004154
National Inst of Education (DHEW), Washington, D C Office of Research National Inst of Education (DHEW), Washington, D C Teaching and Curriculum Div
District of Columbia
GRANT NIE-G-74-0003
FY74-$926 982 01-Dec-73 TO 30-Jun-75
DESCRIPTORS *Followup Studies, *Gifted, *Talent Utilization
IDENTIFIERS *Project Talent
Start Date 1 Dec 73 End Date 30 Jun 75

EP741154 $243 585 Harahan

Building a Network of Mutual Self-help and Support in Three Junior High Schools.
INVESTIGATOR Covington, Olive
ADDRESS 1239 Vermont Ave., N W., Suite 106, Washington, D C 20005
Associates for Renewal in Education, Inc., Washington, D C
ORG TYPE Not For Profit
AWARD TYPE COMP
CAN NO B007550
National Inst of Education (DHEW), Washington, D C Office of Programs
National Inst of Education (DHEW), Washington, D C Program for Local Problem Solving
District of Columbia
GRANT NIE-G-74-0084
FY74-$126 792 28-Jun-74 TO 31-Dec-75
DESCRIPTORS *Junior High Schools, *Management Systems, Parent Participation, *Problem Solving, Staff Improvement, Student Participation, *Urban Schools
Start Date 28 Jun 74 End Date 29 Jun 77

The Advisory and Learning Exchange will be working with three inner-city junior high schools interested in applying management-by-objective techniques to school operations. The advisers will help principals, students, and parents work together to identify school problems, seek solutions for these problems, and carry out new program activities responsive to the needs of each school. The school staff will also be offered specific skill training in budgeting, personnel development, and long range planning. (Author)

EP741155 $4 112 792 Neudling

Planning and Construction of an Educational Research Facility for the University of Wisconsin.
INVESTIGATOR Perry, H F
ADDRESS 750 University Ave., Madison, Wisconsin 53706
Wisconsin Univ., Madison
ORG TYPE College/University
AWARD TYPE COMP
CAN NO 22052711
Wisconsin Congressional District Number 2
GRANT OEG-0-8-080265-3582
DESCRIPTORS *Educational Research, *Facility Planning, *Research and Development Centers, *Universities
Start Date 26 Jun 69 End Date 31 Dec 75

No NIE Funds, only OE funds. The project was transferred to NIE to monitor until closeout

EP741156 $4,000 Wolf

Delivery of Data Analysis.
INVESTIGATOR Goldstein, Harvey
ADDRESS 8 Wakley Street, Islington, London ECIV7QE
National Children's Bureau, London (England)
ORG TYPE Not For Profit
AWARD TYPE NCOMP
CAN NO B008150
National Inst of Education (DHEW), Washington, D C Office of Research
England
CONTRACT NIE-C-74-0114
FY74-$4,000 30-Jun-74 TO 30-Jun-75
DESCRIPTORS *Data Analysis, *Failure Factors, *Predictor Variables, *Student Evaluation
Start Date 30 Jun 74 End Date 30 Jun 75

The nature of this work is exploratory It is not the case that specific analyses can be requested which will "answer" the questions the Institute has about school failure In fact, we expect the analyses to raise rather than resolve questions However, as a guide for the analyses, it would seem reasonable to divide the work into three components (1) a tabulation of basic relationships between school performance and attitudinal student measures and student background and home environment variables, (2) a definition of the concept of failure, insofar as possible similar for both Britain and the U S Failure would be operationally defined as a combination of low attainment scores and low self-concept and other attitudinal measures, and (3) determination of the predictor variables selected from (1) above that appear related to a high risk of failure, as defined in (2) The final product of this research will be a chronicle of the data analysis This research agenda should be seen as the first exploratory analysis of one country's data applied to the needs of another country (Author)

EP741157 $4,122,646 Mullens

Piedmont Experimental Schools Project.
INVESTIGATOR Hall, J F
ADDRESS 420 North Pleasantburg Drive, Greenville, So Carolina 29606
Greenville County School District, Greenville, S C
ORG TYPE State /Local Education Agency
AWARD TYPE COMP
CAN NO 2002717
National Inst of Education (DHEW), Washington, D C Office of Programs National Inst of Education (DHEW), Washington, D C Experimental Schools
South Carolina Congressional District Number 4
GRANT OEG-0-72-1558
DESCRIPTORS *Educational Change, *Experimental Schools, *Experimental Teaching
Start Date 16 Mar 72 End Date 30 Jun 75

No NIE funds as yet

EP741158 $3,579,894 Mack

Experimental Schools.
INVESTIGATOR Vasquez, James
ADDRESS 5338 West Commerce St, San Antonio, Texas 78237
Edgewood Independent School District, San Antonio, Tex
ORG TYPE State /Local Education Agency
AWARD TYPE COMP
CAN NO 2002717
National Inst of Education (DHEW), Washington, D C Office of Programs
Texas Congressional District Number 20
GRANT OEG-0-72-4449
DESCRIPTORS *Educational Change, *Experimental Schools, *Experimental Teaching
Start Date 1 May 72 End Date 1 Apr 75

No NIE funds as yet

ADDENDUM

PROJECT RESUMES

EP741116 $50,830 Schotta

Providing Research, Technical and Operation Support to "Symposium on Equal Education."
INVESTIGATOR: Tappin, Dorothy, Johnson, Jana
ADDRESS: 1100 Clendon Ave., Suite 2005, Los Angeles, Calif. 90024
Contemporary Research, Inc., Los Angeles, Calif.
ORG TYPE: Small Business
AWARD TYPE: NCOMP
CAN NO.: 4B001150
National Inst. of Education (DHEW), Washington, D.C. Office of the Director.National Inst. of Education (DHEW), Washington, D.C. Office of Human Rights.
California Congressional District Number 25.
CONTRACT: NIE-C-74-0113
FY74-$50,830 24-Jan-74 TO 30-Nov-74
DESCRIPTORS: *Educational Research, *Educational Technology, *Equal Education, *Symposia
Start Date 24 Jun 74 End Date 30 Nov 74

In mid-November, NIE is sponsoring a conference on equal educational opportunity, which will be a major step in increasing communication between researchers and practitioners who will be participating and exchanging ideas and information. Minority participation will be emphasized and encouraged, major minority organizations are currently being contracted, and minority representatives suggested by these groups are being invited to attend. Both race and sex bias will be extensively explored. The conference will use workshops and audio-visual demonstrations designed to increase awareness of sex/race bias, especially as it occurs in textbook materials. A major goal is the development of pre-service and in-service teacher training programs, as well as the development of unbiased classroom materials for students. (Author)

EP741117 $50,000 Elmendorf

A Work Conference Shall Be Held to Examine Dissemination of Promising Programs and Practices Developed by Local Educational Agencies.
INVESTIGATOR: Johnson, Jana, Tappin, Dorothy
ADDRESS: 1100 Clandon Ave., Los Angeles, Calif. 90024
Contemporary Research, Inc., Los Angeles, Calif.
ORG TYPE: Small Business
AWARD TYPE: NCOMP
CAN NO.: 4B007350
National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.National Inst. of Education (DHEW), Washington, D.C. School Practices and Services Div.
California Congressional District Number 25.
CONTRACT: NIE-C-74-0132
FY74-$50,000 22-Apr-74 TO 15-Aug-74
DESCRIPTORS: *Conferences, *Educational Programs, *Information Dissemination, *School Districts
Start Date 22 Apr 74 End Date 15 Aug 74

The contractor will organize and manage a two-day work conference of approximately 50 knowledgeable persons from State education agencies, local education agencies, information service centers, the scholarly community, and the Federal government. The conferees will examine the general problems associated with the dissemination of "promising" or innovative programs developed by LEA's and suitable for use by other schools. The ideas, viewpoints, and recommendations developed at the conference are to be used by the National Institute of Education and the Office of Education to design suitable programs concerned with promising practices. (Author)

2.1 SUBJECT INDEX

This index lists the titles of projects under the major subject terms that have been assigned. The subject terms are taken from the Thesaurus of ERIC Descriptors and are listed in alphabetical order.

Under a given subject, project titles are listed in alphabetical order by the first significant word. Articles, prepositions, and conjunctions which occur at the beginning of a title are ignored in establishing the sequence.

As shown in the example below, the NIE Project Number is displayed at the end of and immediately below the title. For additional information about the project, consult that NIE Project Number in the Project Resume section.

EXAMPLE

Adult Education

ERIC Clearinghouse on Adult Education
EP 733 125

A History of Adult Degree Programs 1945-1970
EP 733 306

A Proposal to the National Institute of Education for a Home/Community-Based Project
EP 733 185

Toward a Temporal Sequence of Education Attainment
EP 733 300

Aesthetic Education

Aesthetic Education
EP 733 242

Central Midwestern Regional Educational Laboratory
EP 733 113

Harvard Project Zero Analysis and Training of Processes and Component Skills in the Arts
EP 731 190

Affective Behavior

The Development and Validation of a Simulation Instrument to Measure Teacher Affective Sensitivity
EP 730 468

A Study of the Relative Effectiveness of Non-graded and Graded Instruction in the First Six Years of Elementary Schooling
EP 732 724

Affective Objectives

Effects of Group-Interaction as a Motivating Technique in a Ninth-Grade Mathematics Classroom
EP 730 321

Aggression

Aggression and Language Development in Young Children
EP 730 168

Agricultural Education

ERIC Clearinghouse on Vocational and Technical Education
EP 733 128

Alternative Schools

Completion of Research on the Development of an Alternative Learning Environment
EP 732 664

SUBJECT INDEX

Ability Identification

Attention and Cognitive Style EP733222

A Longitudinal Study of School Labeled Handicapped and Normal Children EP740546

Abstract Reasoning

Effects of Secondary Rewards on Children's Expectancies, Choice Behavior, Attention and Symbolic Processes EP734106

Abstraction Levels

Acquisition and Retention of Complex Semantic Ideas EP740404

Contextual Variation in Linguistic Performance EP740479

Academic Ability

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As shown in the example below, the NIE Project Number is displayed at the end of and immediately below the title. For additional information about the project, consult that NIE Project Number in the Project Resume section.

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